DOCUMENT RESUME

ED 328 865 CG 023 173

TITLE	Mississippi Developmental Counseling Program: Kindergarten--Grade Six.
INSTITUTION	Mississippi Counseling Association.; Mississippi School Counselor Association.; Mississippi State Dept. of Education, Jackson. Div. of Instruction.
PUB DATE	90
NOTE	422p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC17 Plus Postage.
DESCRIPTORS	Counselors; Curriculum; *Curriculum Development; *Developmental Programs; Elementary Education; Models; *School Counseling; *School Counselors; Schools
IDENTIFIERS	American School Counselor Association; Mississippi

ABSTRACT

This developmental counseling program handbook was created to provide a model which could be followed by a new counselor in developing an elementary guidance program or adapted by an experienced counselor to be used in an existing program. It describes a sequential counseling curriculum for kindergarten through grade six (K-6), and includes brief statements about the roles and functions of the elementary counselor. Student activities and suggested plans included in the guide were developed using ideas from state and school district models from across the United States. The goals and objectives outlined by the American School Counselor Association (ASCA) in 1990 were adopted and used as the basic framework for the Mississippi Counseling Program, K-6. An ASCA position paper containing a statement of the responsibilities of the counselor is included. Following this ASCA student competencies plan is the Mississippi model curriculum, which contains activities at each grade level to foster growth toward three broad goals: personal-social, educational, and career. Objectives designed to reach the goal of personal-social development include gaining self-awareness, developing positive attitudes, making healthy choices, respecting others, gaining responsibility, developing relationship skills, resolving conflicts and making effective decisions. Educational goals include applying effective study skills, setting goals, learning effectively and gaining test taking skills. Career goals encompass forming a career identity, planning for the future, combating career stereotyping and analyzing skills and interests. The Mississippi Counselor Assessment Instrument for the Provisional Counselor is included, providing a readily accessible list of competencies. (BHK)

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MISSISSIPPI

DEVELOPMENTAL COUNSELING PROGRAM

Kindergarten - Grade Six

CG023173

A Cooperative Project

Bureau of Instructional Services,
Mississippi State Department of Education

Mississippi Counseling Association

Mississippi School Counselor Association

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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MISSISSIPPI

DEVELOPMENTAL COUNSELING PROGRAM

Kindergarten -- Grade Six

Mississippi State Department of Education
Bureau of Instructional Services

1990

Mississippi State Department of Education
Richard L. Thompson, Ed.D., State Superintendent of Education
P.O. Box 771, Jackson, Mississippi 39205-0771

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Dedication

It is with much gratitude and great pleasure that the Task Force dedicates the Mississippi Developmental Counseling Program, K-6 to Janie G. Rugg, former president of the Mississippi Counseling Association, upon her retirement as Director of Guidance, Jackson Public Schools.

Janie has been deeply involved in the professional leadership of guidance and counseling in Mississippi for many years. She chaired the committees that developed the secondary and elementary model guidance programs published in 1977 and 1979, respectively.

The Mississippi Association for Counselor Education and Supervision (MACES) Task Force, which developed the Mississippi Counselor Assessment Instrument, related training materials, and The Counselor's Handbook, was also chaired by Janie. She did much of the research, writing, and editing of the History of Guidance and Counseling published in 1985. Other contributions are too numerous to list in this space.

It must be said, however, that it was because of Janie's vision and initiative that work on this program was begun. Her encouragement and persistence in working with the Task Force assured the completion of what is believed to be an outstanding comprehensive developmental counseling program for elementary students.

This program is available to Mississippi's children because of the dedication of a person who not only says, "It needs to be done," but also says, "We can do it" and then leads the way in getting it done.

Thank You, Janie Rugg!

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TASK FORCE

Pat Bumgardner, M.Ed.
Counselor
Thames Elementary School
Hattiesburg Public School District
Mamie Street
Hattiesburg, Mississippi 39401

Susan Eubanks, M.Ed., N.C.C.
Counselor
Rankin Elementary School
Tupelo Public School District
Tupelo, Mississippi 38801

Ann Isbell Hicks, M.A., N.C.C., L.P. C.
Task Force Chairperson
Counselor
Clinton Public Schools
400 East College Street
Clinton, Mississippi 39056

Warren F. Housley, Ed.D., N.C.C., L.P.C.
Professor of Counselor Education
Mississippi State University
Drawer G.E.
Mississippi State, Mississippi 39762

Lucy Landrum, Director
Development Guidelines Program
Mississippi State University
Drawer G.E.
Mississippi State, Mississippi 39762

Carol A. Lewis, Ph.D., N.C.C., L.P.C.
Elementary Counselor
Oxford City Schools
Oxford, Mississippi 38655

Janice L. Puckett, M.Ed., N.C.C., L.P.C.
Director, Curriculum & Support Services
Hinds County School District
P. O. Box 100
Raymond, Mississippi 39154

Jean Rhoads, M.Ed., N.C.C.
Counselor
Greenbrook Elementary School
DeSoto County Schools
Southaven, Mississippi 38671

TASK FORCE (continued)

Janie G. Rugg, Ed.S., N.C.C., L.P.C.
Director of Guidance
Jackson Public School District
P. O. Box 2338
Jackson, Mississippi 39205

Beverly Barnes Smith, M.S.
Elementary Counselor
Natchez-Adams School District
Homochitto Street
Natchez, Mississippi 39120

Gloria Carr Thompson, M.Ed.
Supervisor
State Remediation & At-Risk Programs
State Department of Education
P. O. Box 771, Walter Sillers Building
Jackson, Mississippi 39205

Katherine Wallace
Counselor Intern
Department of Educational Psychology
University of Mississippi
University, Mississippi 39205

Katharine Woods, Ed.D.
Counselor
Vicksburg Warren School District
Vicksburg, Mississippi 39180

ACKNOWLEDGMENTS

The Task Force wishes to acknowledge the generous assistance given by the guidance divisions of other State Departments of Education. The Task Force reviewed materials from Alabama, Arkansas, Florida, Georgia, Tennessee, and Virginia in preparation for the writing of this program.

The American School Counselor (ASCA) goals were adopted and used as the basic framework for the MISSISSIPPI COUNSELING PROGRAM, K-6. The ASCA position paper provides a current statement of the counselor role.

Student activities and suggested plans were developed using ideas from state and school district models from across the United States. Though sources were far too numerous to list separately, the Task Force wishes to acknowledge the work of those who have shared their ideas at conferences and workshops as well as in various publications.

A major debt is owed to the school districts and other agencies which employ the Task Force members and provided released time for these individuals. These districts and agencies are identified with the Task Force list.

Dr. Donna Lander, Director, Bureau of Instructional Services, SDE, met with the Task Force and provided staff and financial assistance for the development of this program.

Finally, the support of the Mississippi Counseling Association is gratefully acknowledged. The Task Force was encouraged and strengthened by fellow MCA members and financial support was also provided by the organization.

INTRODUCTION

Although classroom guidance is a major component of the elementary counseling program, the counselor is also responsible for individual and small group counseling, consultation and coordination. The American School Counselor Association (ASCA) position paper contains a statement of the responsibilities of the counselor and is included here.

The position paper is not intended to be a comprehensive explanation of the counselor role or how to deliver services; counselors are trained to carry out these functions. For the benefit of administrators and other professionals who work with counselors, these roles needed to be clearly addressed as integral components of the counseling program.

Also included is the Mississippi Counselor Assessment Instrument (MCAI), the evaluation used for all new counselors in the state. This document is a more detailed statement of the responsibilities of school counselors. Its concise format provides a readily accessible list of competencies.

Following the ASCA STUDENT COMPETENCIES plan, the Mississippi model curriculum at each grade level contains activities to foster growth toward three broad goals; personal-social, educational and career. Objectives designed to reach the goal of personal-social development include gaining self awareness, developing positive attitudes, making healthy choices, respecting others, gaining responsibility, developing relationship skills, resolving conflicts and making effective decisions. Educational goals include applying effective study skills, setting goals, learning effectively and gaining test taking skills. Career goals encompass forming a career identity, planning for the future, combating career stereotyping and analyzing skills and interests.

School counselors must carefully choose how to spend their time and energy. A determination of the amount of the counselor's time to be spent on each function is difficult because of the wide variance in counselor-student ratios. The curriculum presented here is adequate for about thirty (30) weekly sessions per grade level for classroom guidance. It is estimated that the typical elementary counselor will devote about forty percent (40%) of the time to developmental classroom guidance, about thirty (30%) to individual and small group counseling and about thirty (30%) percent to the coordination and consultation functions.

PREFACE

The concept of elementary school counseling continues to change and evolve: therefore, a new model needed to be developed for use in Mississippi's schools. The last such model was published in 1979 by the Mississippi Personnel and Guidance Association, now the Mississippi Counseling Association.

The process began in January, 1990 with the formation of a Task Force supported by the Mississippi State Department of Education and The Mississippi Counseling Association. The consensus was that the main effort would be directed toward the development of a sequential curriculum for grades K-6, and the model would also contain brief statements about the other roles and functions of the elementary counselor.

Much thought was given to a format because the goal was to make this handbook useful for the practicing counselor. Models from other states were reviewed in researching the content. Acknowledgments include the assistance given by the guidance departments in state departments of education of other states. Upon the publication of STUDENT COMPETENCIES: A GUIDE FOR SCHOOL COUNSELORS by the American School Counselor Association, 1990, it was decided to use the goals and objectives outlined in the national model to make Mississippi's curriculum consistent with current theory and practice at the national level. By following this plan, members of the Task Force endeavored to make the Mississippi DEVELOPMENTAL COUNSELING PROGRAM, K-6, appropriately broad and sequential.

This handbook is the culmination of the efforts of the Task Force, whose members spent many hours working independently and as a group without compensation and at considerable personal expense to achieve their goal. This goal was to provide a model which could be followed by a new counselor in developing an elementary guidance program or adapted by an experienced counselor to be used in an existing program.

AMERICAN SCHOOL COUNSELOR ASSOCIATION
THE SCHOOL COUNSELOR

The American School Counselor Association recognizes and supports the implementation of comprehensive developmental counseling programs at all educational levels. The programs are designed to help all students develop their educational, social, career, and personal strengths and to become responsible and productive citizens. School counselors help create and organize these programs, as well as provide appropriate counselor interventions.

School counseling programs are developmental by design, focusing on needs, interests, and issues related to the various stages of student growth. There are objectives, activities, special services and expected outcomes, with an emphasis on helping students to learn more effectively and efficiently. There is a commitment to individual uniqueness and the maximum development of human potential. A counseling program is an integral part of a school's total educational program.

THE SCHOOL COUNSELOR

The school counselor is a certified professional educator who assists students, teachers, parents, and administrators. Three generally recognized helping processes used by the counselor are counseling, consulting and coordinating: (1) Counseling is a complex helping process in which the counselor establishes a trusting and confidential working relationship. The focus is on problem-solving, decision-making, and discovering personal meaning related to learning and development; (2) Consultation is a cooperative process in which the counselor-consultant assists others to think through problems and to develop skills that make them more effective in working with students; (3) Coordination is a leadership process in which the counselor helps organize and manage a school's counseling program and related services.

School counselors are employed in elementary, middle/junior high, senior high, and post-secondary schools. Their work is differentiated by attention to age-specific developmental stages of growth and related interests, tasks, and challenges. School counselors are human behavior and relationship specialists who organize their work around fundamental interventions.

Counselor interventions have sometimes been referred to as functions, services, approaches, tasks, activities, or jobs. They have, at times, been viewed as roles themselves, helping to create the image of the counselor. In a comprehensive developmental counseling program, school counselors organize their work schedules around the following basic interventions:

INDIVIDUAL COUNSELING. Individual counseling is a personal and private interaction between a counselor and a student in which they work together on a problem or topic of interest. A face-to-face, one-to-one meeting with a counselor provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors. School counselors establish trust and build a helping relationship. They respect the privacy of information, always considering actions in terms of the rights, integrity, and welfare of students. Counselors are obligated by law and ethical standards to report and to refer a case when a person's welfare is in jeopardy. It is a counselor's duty to inform an individual of the conditions and limitations under which assistance may be provided.

SMALL GROUP COUNSELING. Small group counseling involves a counselor working with two or more students together. Group size generally ranges from five to eight members. Group discussions may be relatively unstructured or may be based on structured learning activities. Group members have an opportunity to learn from each other. They can share ideas, give and receive feedback, increase their awareness, gain new knowledge, practice skills, and think about their goals and actions. Group discussions may be problem-centered, where attention is given to particular concerns or problems. Discussions may be growth-centered, where general topics are related to personal and academic development.

LARGE GROUP GUIDANCE. Large group meetings offer the best opportunity to provide guidance to the largest number of students in a school. Counselors first work with students in large groups wherever appropriate because it is the most efficient use of time. Large group work involves a cooperative learning methods, in which the larger group is divided into smaller working groups under the supervision of a counselor or teacher. The guidance and counseling curriculum, composed of organized objectives and activities, is delivered by teachers and/or counselors in classrooms or advisory groups. School counselors and teachers may co-lead some activities. Counselors develop and present special guidance units which give attention to particular developmental issues or areas of concern in their respective schools, and they help prepare teachers to deliver part of the guidance and counseling curriculum.

CONSULTATION. The counselor as a consultant helps people to be more effective in working with others. Consultation helps individuals think through problems and concerns, acquire more knowledge and skill, and become more objective and self-confident. This intervention can take place in individual or group conferences, or through staff-development activities.

COORDINATION. Coordination as a counselor intervention is the process of managing different indirect services which benefit students and being a liaison between school and community agencies. It may include organizing special events which involve parents or resource people in the community in guidance projects. It often entails collecting data and disseminating information. Counselors might coordinate a student needs assessment, the interpretation of standardized tests, a child study team, or a guidance related teacher or parent education program.

THE PREPARATION OF SCHOOL COUNSELORS

School counselors are prepared for their work through the study of interpersonal relationships and behavioral sciences in graduate education courses in accredited colleges and universities. Preparation involves special training in counseling theory and skills related to school settings. Particular attention is given to personality and human development theories and research, including career and life-skills development; learning theories, the nature of change and the helping process; theories and approaches to appraisal; multi-cultural and community awareness; educational environments; curriculum development; professional ethics; and, program planning, management, and evaluation.

Counselors are prepared to use the basic interventions in a school setting, with special emphasis on the study of helping relationships; facilitative skills; brief counseling; group dynamics and group learning activities; family systems; peer helper programs, multi-cultural and cross-cultural helping approaches; and, educational and community resources for special school populations.

School counselors are aware of their own professional competence and responsibilities within the school setting. They know when and how to refer or involve other professionals. They are accountable for their actions and participate in appropriate studies and research related to their work.

RESPONSIBILITY TO THE PROFESSION

To assure high quality practice, counselors are committed to continued professional growth and personal development. They are active members of the American Association for Counseling and Development and the American School Counselor Association, as well as state and local professional associations which foster and promote school counseling. They also uphold the ethical and professional standards of these associations.

School counselors meet the state certification standards and abide by the laws in the states where they are working. Counselors work cooperatively with individuals and organizations to promote the overall development of children, youth, and families in their communities.

MISSISSIPPI COUNSELOR ASSESSMENT INSTRUMENT

PROVISIONAL COUNSELOR

The provisional counselor must be prepared to show evidence or documentation (through a calendar, log, needs assessment instrument, computer or other filing system, etc.) that he/she has met the requirements for passing each indicator.

MISSISSIPPI COUNSELOR COMPETENCIES

COMPETENCY I: Organize and administer the guidance program.

COMPETENCY II: Provide individual counseling interviews for students during the school year.

COMPETENCY III: Provide group guidance and counseling with students during the school year.

COMPETENCY IV: Coordinate student appraisal.

COMPETENCY V: Assist students with career development.

COMPETENCY VI: Assist students with educational planning.

COMPETENCY VII: Assist with referrals.

COMPETENCY VIII: Assist in the placement of students in the appropriate educational program and/or job.

COMPETENCY IX: Consult with students, parents, teachers, administrators, and other appropriate individuals.

COMPETENCY X: Conduct program evaluation.

COMPETENCY XI. Demonstrate professionalism.

MISSISSIPPI COUNSELOR COMPETENCIES AND INDICATORS

COMPETENCY I:	Organize and administer the guidance program.
Indicator 1.	Administer a student needs assessment.
Indicator 2.	Organize a Guidance Committee.
Indicator 3.	Plan guidance activities for the school year.
Indicator 4.	Demonstrate evidence of personal organization.
COMPETENCY II:	Provide individual counseling interviews for students during the school year.
Indicator 5.	Schedule appointments for developmental counseling.
Indicator 6.	Provide time for counseling self-referred students and crisis counseling.
Indicator 7.	Conduct an interview with new students.
Indicator 8.	Conduct follow-up of new students.
COMPETENCY III.	Provide group guidance and counseling activities with students during the school year.
Indicator 9.	Develop a calendar for group guidance and counseling activities.
Indicator 10.	Plan and conduct group guidance and counseling activities throughout the school year.
COMPETENCY IV:	Coordinate student appraisal.
Indicator 11.	Coordinate maintenance of student records.
Indicator 12.	Coordinate or assist with individual and group testing.
Indicator 13.	Interpret student information.
Indicator 14.	Identify students with special needs.
Indicator 15.	Review student progress at the end of each grading period.

COMPETENCY V:	Assist students with career development.
Indicator 16.	Provide career information.
Indicator 17.	Assist students in self-awareness.
Indicator 18.	Explore long-range educational and career plans.
COMPETENCY VI	Provide students with educational planning.
Indicator 19.	Conduct group information sessions on subject selection.
Indicator 20.	Conduct individual guidance sessions on subject selection.
Indicator 21.	Communicate with parents on student progress.
Indicator 22.	Assist in educational planning of students with identified needs.
COMPETENCY VII.	Assist with referrals.
Indicator 23.	Act upon referrals from students, teachers, other professional staff, parents, and agencies.
Indicator 24.	Assist special education staff with student referrals.
Indicator 25.	Utilize community resources and agencies in providing services.
Indicator 26.	Assist students, parents, and teachers in making use of community resources.

COMPETENCY VIII. Assist in the placement of students in the appropriate educational program and/or job.

Indicator 27. Assist in appropriate placement of students with special needs.

Indicator 28. Provide individual and group guidance for students in course and activity placement.

Indicator 29. Assist in grouping students for instructional purposes.

Indicator 30. Coordinate activities to assist students in preparing for job placement.

COMPETENCY IX. Consult with students, parents, teachers, administrators, and other appropriate individuals.

Indicator 31. Work with family concerning home situations that relate to school attitude and performance.

Indicator 32. Work with teachers, administrators, and other staff regarding such issues as student attitude, progress, and attendance.

COMPETENCY X. Coordinate program evaluation.

Indicator 33. Conduct follow-up of students.

Indicator 34. Evaluate the guidance program.

Indicator 35. Revise program periodically as needed.

COMPETENCY XI. Demonstrate professionalism.

Indicator 36. Use correct oral and written communication.

Indicator 37 Adhere to board/school policies.

Indicator 38. Adhere to the Ethical Standards of the American Association for Counseling and Development.

KINDERGARDEN

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Gaining Self-Awareness

STUDENT OBJECTIVE/OUTCOME: The student will demonstrate a positive self image.

PROCESS/ACTIVITIES: (1) Introduction: Tell children that today they are going to learn more about themselves--who they are, what they look like. (2) Introduce the concepts ALIKE/DIFFERENT by pairing objects and asking children to decide if they are alike (same) or different and why. (3) Ask students to look at themselves in the mirror and notice how they are like others (e.g. 2 eyes, ears, nose, mouth, teeth, hair, freckles, boy or girl). (4) Read "Getting to Know Me" orally. Use hand, facial, and body gestures to act out the poem. Then have the children stand and join in as the teacher reads the poem orally again. (5) Explore other ways people are alike in addition to the way they look. Have children give as many examples as possible. For example: Body Movement: walk, run, stretch; Expression: smile, frown, cry; Activities: eat, sleep, go to school, play; Feelings: feel happy, sad, scared, mad.

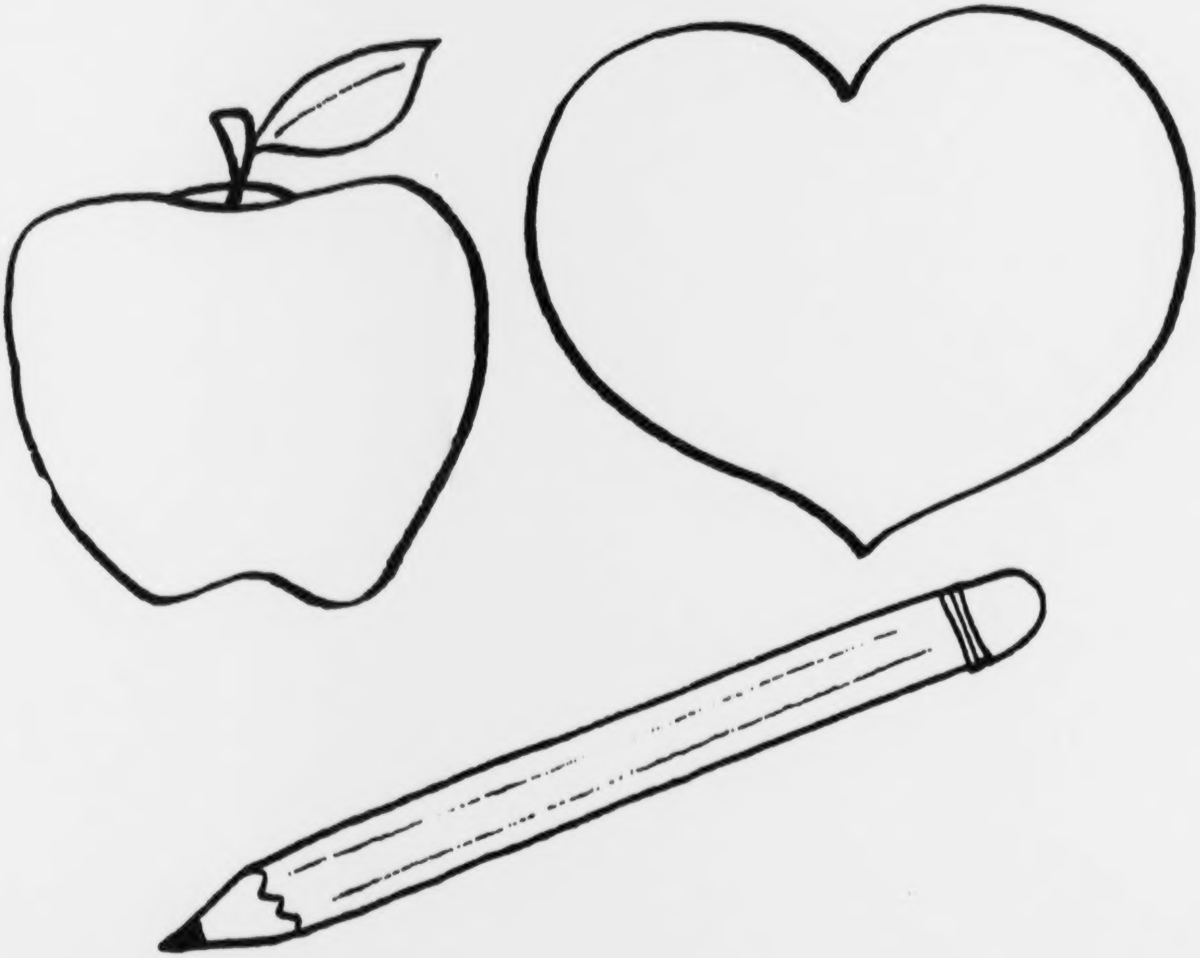
Evaluation: Oral response, attitude response, observation

Kindergarten

K-1

RESOURCE

VISUAL AIDS



COLOR EACH OBJECT RED. CUT OUT.

RESOURCE

"Getting To Know Me" Fingerplays

I have two little eyes that open and close,
Two little ears and one little nose,
Two little cheeks and one little chin,
Two little lips with teeth closed in.

My two eyes are winkers,
My one head, a thinker,
My two ears are hearers,
My ten fingers are feelers,
My one nose is a smeller,
My two lips are tellers,
My two feet are walkers,
My one tongue, a talker,
Winkers, thinkers, hearers,
Feelers, smellers, tellers,
Walkers, talkers - - - now you can see
A picture that is only ME!

This is the circle that is my head.
This is my mouth with which words are said.
These are my eyes with which I see.
This is my nose, that's a part of me.
This is the hair that grows on my head.
And this is my tummy to which I'm fed!

I stand on my tiptoes to make
myself tall.
I bend my knees to make myself
small.
I like to be tall; I like to be small.
But I like my own height best of all.

I look at myself and what do I see?
I see two eyes looking back at me.
One nose, two ears and a great big
smile -
And if I keep staring for awhile,
I see a person I like
From the top of my head
To the tip of my toes.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Gaining Self-Awareness

STUDENT OBJECTIVE/OUTCOME: The student will identify some of his/her basic physical characteristics and favorite activities.

PROCESS/ACTIVITIES: Have students look in a full length mirror for something they like about themselves. Also have them draw pictures of their favorite activities. Comment on the fact that responses are different thus emphasizing uniqueness of individuals. MATERIALS: Full length mirror and drawing materials.

EVALUATION: Student participation and counselor observation

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Gaining Self-Awareness

STUDENT OBJECTIVE/OUTCOME: The student will recognize the feelings of others and demonstrate his/her feelings.

PROCESS/ACTIVITIES: Post a large strip of butcher paper on a wall. Divide it into three or four vertical columns, labeling the columns as Angry, Happy, Sad, Afraid. Read the titles of the columns with the class, asking students to demonstrate with facial expression each of the four feelings. Explain that they will be looking in magazines to find pictures of people who show each of these feelings. If necessary, demonstrate the directions by looking through a magazine, finding a face, interpreting its expression aloud, and mounting it on the paper in its proper column. Ask students to tear or cut out the face they find that shows one of the feelings. After a student cuts out a picture, he/she is to ask one other student if he/she agrees with what the face expresses--anger, sorrow, happiness, or fear. When two students agree, they bring the picture to be mounted. Discuss, postulating reasons for the person's feelings. MATERIALS: Magazines; collage paper; scissors; paste. (From GAMES CHILDREN SHOULD PLAY. 1980, Mary K. Cihak and Barbara J. Heron, and Goodyear Publishing Co., Inc.)

EVALUATION: Ask each student to model the feelings shown in the picture. Counselor observation.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

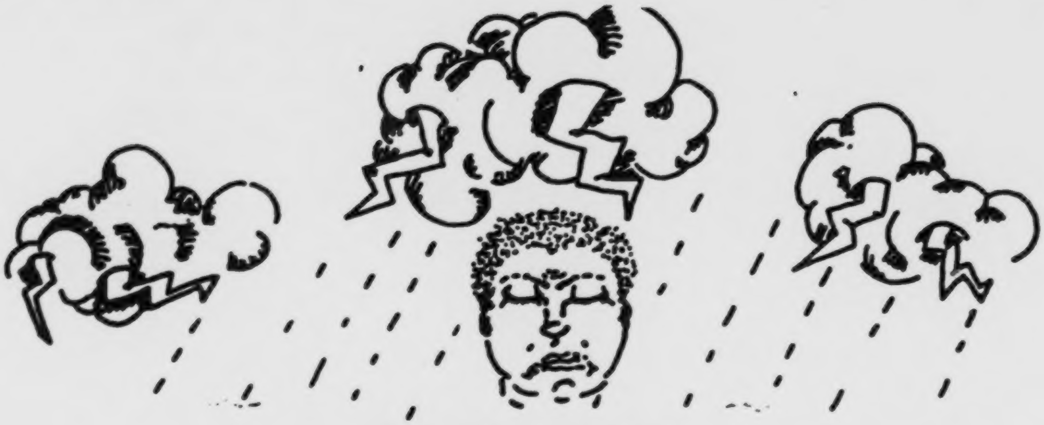
GOAL: Gaining Self-Awareness

STUDENT OBJECTIVE/OUTCOME: The student will talk about things which are pleasant and unpleasant.

PROCESS/ACTIVITIES: Brainstorm with the class, using the following topics; "Things That Make Us Feel Good" and "Things That Upset Us." Discuss the topics with the class and then have the students draw pictures to illustrate situations causing pleasant and unpleasant feelings.

EVALUATION: Completed pictures and student's ability to verbalize descriptions of his/her pictures.

RESOURCE



Things That Upset Me

RESOURCE

Things That Make Me Feel Good

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Positive Attitudes

STUDENT OBJECTIVE/OUTCOME: The student will name some feelings and recall times the feelings were experienced.

PROCESS/ACTIVITIES: Discuss feelings and how they cause one to act. Identify positive feelings. Roll the positive feeling blocks and let students tell about a time they had that feeling. Tell about someone you know that you enjoy. What feelings do they show? MATERIALS: Feeling blocks (Make a cube and write a positive feeling on each side.)

EVALUATION: Counselor observation

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Positive Attitudes

STUDENT OBJECTIVE/OUTCOME: The student will develop and incorporate an understanding of how values affect lives.

PROCESS/ACTIVITIES: Open the class period by asking students to think of some people they enjoy being with. Let each child tell who his/her favorite people are, and have each child tell why he/she enjoys being with those certain people. After the discussion, pass out the sheet, "My Favorite People" to each student. Ask students to draw two pictures of their favorite people. In the next class period, remind the students of their discussion on favorite people. Tell them that today they are going to discuss their favorite activities. Let each child verbalize two favorite activities and have him/her describe why he/she enjoys them. Pass out a copy of "My Favorite Activities" and let the children draw their activities. Children will need help in writing the activity titles at the bottom. If time remains, let the students participate in a game of "Charades" where they can act out their activities.

EVALUATION: Have each student identify two people he/she enjoys being with and describe why he/she enjoys being with those two people. Have each student identify two activities the student enjoys taking part in and describe why he/she enjoys those two activities.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Positive Attitudes

STUDENT OBJECTIVE/OUTCOME: The student will understand that other people enjoy a cheerful person and that laughter has positive benefits. The student will tell the funniest thing that has happened to him/her and laugh, laugh, laugh.

PROCESS/ACTIVITIES: Tell the students that Dr. William Fry, a psychiatrist at Stanford University, believes laughter gives the same health benefits as exercise by stimulating the heart and promoting relaxation. Divide the class into groups and have each student share the funniest thing that has happened to him/her. Have each group choose one person to share a situation with the whole group.

EVALUATION: Counselor observation

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Healthy Choices

STUDENT OBJECTIVE/OUTCOME: The student will describe appropriate ways of dealing with situations in his/her environment for safety.

PROCESS/ACTIVITIES: The student will be asked to tell family rules or school rules that are for keeping the student safe. Explain that he/she may choose to follow these rules to keep safe. Examples of rules to discuss: 1. Talk only with people you know when not with parents. 2. Play in safe places. 3. Put only known substances in mouth. 4. Wear a seat belt in cars. 5. Observe rules about when and where to walk and run. 6. Know and observe school bus rules.

EVALUATION: The student will describe five ways to keep safe.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Healthy Choices

STUDENT OBJECTIVE/OUTCOME: The student will discriminate between safe edible and non-edible objects.

PROCESS/ACTIVITIES: Tell children that they are going to learn about things that are safe to eat and things that are not. Introduce edible and non-edible by comparing objects children can eat with those they cannot. Explain that you cannot always tell if something is edible by how it looks or smells (e.g. a refrigerator magnet that looks like a cookie, a sticker that smells like an orange). Explain that not all things that can be eaten are good for you (e.g. glue, soap, dirt). Discuss what to do if you are unsure about whether something is safe to eat (talk with a responsible adult such as a teacher, counselor, parent, babysitter). Have the children draw a picture of their favorite food and a picture of something which is not good to eat. Display these around the room. (From MISSISSIPPI SUBSTANCE ABUSE PREVENTION CURRICULUM K:C-1).

EVALUATION: The student will name one edible object and one non-edible object and be able to identify the person whom he/she would ask to help if he/she were unsure about the safety of the object.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Healthy Choices

STUDENT OBJECTIVE/OUTCOME: The student will develop personal safety skills.

PROCESS/ACTIVITIES: Develop several short scenarios that are applicable to your school. Tell each story and ask students why the person made an unwise choice. Then retell the story with the student making a wise choice. Stories might include the student's (1) being approached by a stranger (2) being asked by friends to play in street, (3) crossing street in middle of block to save time, (4) running in hallways, (5) eating or drinking unknown substance (6) operating tools without adult supervision.

EVALUATION: Given a variety of situations, the student will label each as "safe" or "unsafe."

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Healthy Choices

STUDENT OBJECTIVE/OUTCOME: The student will distinguish between feeling sick and feeling healthy.

PROCESS/ACTIVITIES: Explain that the students are going to learn the difference between the way they feel when they are sick and the way they feel when they are healthy. Ask the children to tell you some things that make people sick (flu, cold, measles, mumps, chicken pox). Ask if any of the children have been sick this year. Talk about how they felt (tired, head hurt, stomach hurt, feverish). Compare feeling sick feelings with feeling healthy. Ask the children how they feel when their bodies feel good (lots of energy; happy; no aches or pains; ready to run, jump, and play). Have the children stand by their desks. Explain that you are going to play some music and that everyone will act out how it makes them feel. Play some peppy, bouncy music and then some slow, draggy music. Talk about how the children felt when they heard the peppy music and how they felt when they heard the draggy music. Explain that when we feel healthy we feel bouncy like the peppy music, but when we feel sick we feel draggy like the slow music. (MISSISSIPPI SUBSTANCE ABUSE PREVENTION CURRICULUM K:C-2.)

EVALUATION: Tell three ways you feel when you are healthy. Tell three ways you feel when you are sick. Name three things that can make you sick.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Healthy Choices

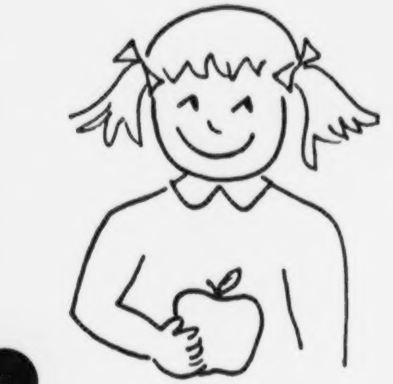
STUDENT OBJECTIVE/OUTCOME: The student will identify factors affecting a healthy body.

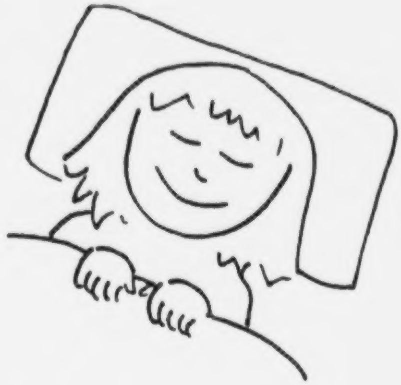
PROCESS/ACTIVITIES: Explain to the children that there are many things we can do to keep our bodies healthy. Have the children name things they do every day in order to have healthy bodies (e.g. eat the right foods; run, jump, and play; get plenty of sleep; brush their teeth; take a bath; wear clothing appropriate for the weather). (Counselor may refer to a health textbook for additional information.) Distribute the handout. Have the children name the things Healthy Heather is doing to stay healthy. Have the children color Heather.. (MISSISSIPPI SUBSTANCE ABUSE PREVENTION CURRICULUM K:C-3)

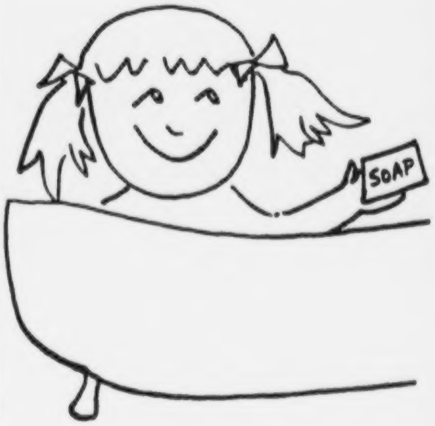
EVALUATION: Tell three things one can do to keep his/her body healthy.

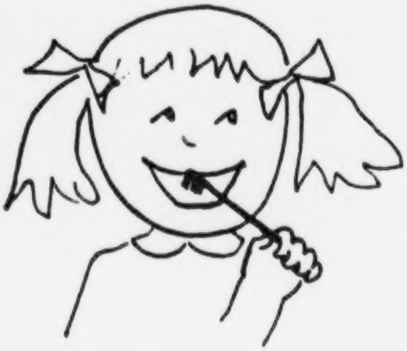
RESOURCE

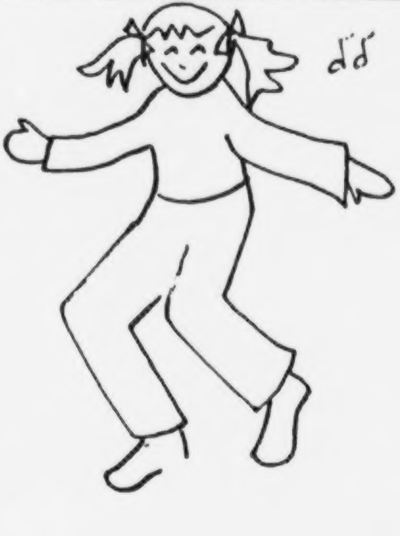
HEATHER

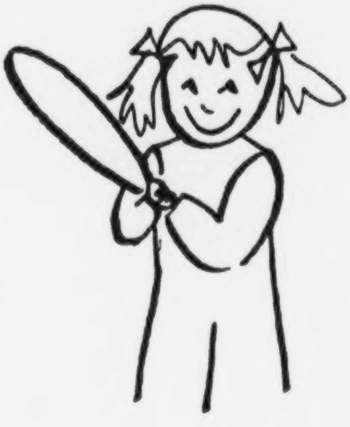












PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Respecting Others

STUDENT OBJECTIVE/OUTCOME: The student will identify ways he or she is different from others.

PROCESS/ACTIVITIES: Review the concept ALIKE/DIFFERENT. Tell students that they will learn how they are special or unique by being different. Mention eyes, hair, and skin color; hair style; weight; height; teeth missing; freckles; glasses; etc. Introduce the concept of right and left. Ask student to look at the person on their left and say "I'm like... because...." Then ask them to look at the person on their right and say "I'm different from... because ...." Discuss other ways they are different which can not be known just by looking (e.g., favorite TV show, pets, something child does well, favorite food, family members). Stress that different is special. Let each child tell something special about himself or herself. Help children mention different things about themselves. For example, if two children want to say that they have a dog, help them to describe their dog in terms of breed, age, color, favorite trick, etc. in order to keep each child's response unique. Vocabulary: unique, special, alike, different, right, left.

EVALUATION: Oral response; attitude response, observation

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Respecting Others

STUDENT OBJECTIVE/OUTCOME: The student will demonstrate courtesy to others in his/her daily classroom behavior.

PROCESS/ACTIVITIES: Discuss what happens to the rights of others when we neglect common courtesies. Discuss what happens when we do not work as a team on our assigned classroom jobs. Play "Let's Pretend," role-playing various situations using good vs. bad manners. Discuss ways students can improve their manners.

EVALUATION: Given examples of both good and bad manners, the student will be able to correctly identify each.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Respecting Others

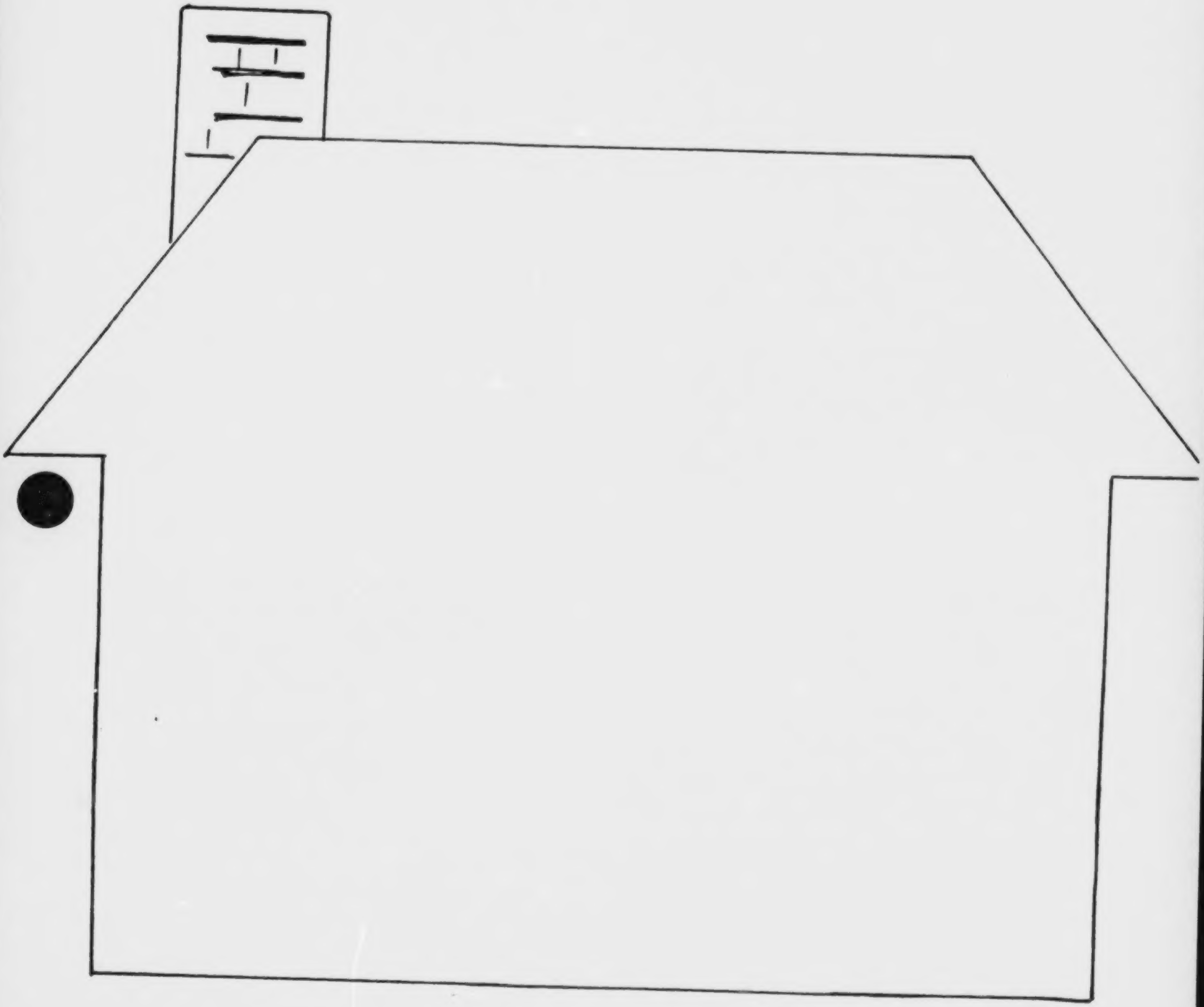
STUDENT OBJECTIVE/OUTCOME: The student will describe self in relation to family.

PROCESS/ACTIVITIES: Explain that people are alike, because they are part of a family. However, families are different. Discuss how families may differ: a. size, b. members (two parents, one parent, grandparents, guardians), c. types of dwellings lived in (apartment, house, mobile home), d. pets, and e. work done by members (going to school for school-aged children, chores). Distribute the handout, "My Family." Ask the children to draw all the members of their families doing something. Remind the children to include themselves. The family members may be inside or outside the house. Display the pictures in the classroom, and then send them home to share with family members.

EVALUATION: Oral response, work sample, observation

RESOURCE

MY FAMILY



PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Gaining Responsibility

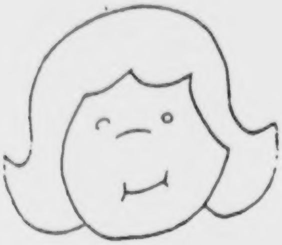
STUDENT OBJECTIVE/OUTCOME: The student will identify situations where he/she is self-sufficient at home and at school.

PROCESS/ACTIVITIES: Each student will tell what he/she is able to do alone and what he/she needs help doing. MATERIALS: Resource page "I Am Learning."

EVALUATION: Student participation, counselor observation

RESOURCE I AM LEARNING

There are many things that you can do alone or all by yourself. Other things you may need help to do right now. In the spaces below, draw two pictures to show something you can do alone and something you need help to do.



I can
brush my
teeth
alone.

I need
help to
ride a
bicycle.

Name______________________________________

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Gaining Responsibility

STUDENT OBJECTIVE/OUTCOME: The student will discuss activities performed alone.

PROCESS/ACTIVITIES: Tell children that each person learns to do new things at different times from others. Some learn sooner than others, some learn later. Also, we all do different things better than someone else which is part of what makes us special. For example, we do not all run the same speed or count the same or button our clothes as quickly as someone else. It is OK to do things in a different way from our classmates or brothers or sisters. Each person does something better. Tell the children "we are going to play a game to show each other things we can do alone." This activity is played like charades. Divide the children into two groups. The first group will pantomime things done alone, either at home or at school. Before the group pantomimes an activity, someone from the group should whisper what the group is going to do in the counselor ear. The counselors will then keep time while the other group attempts to guess what is being acted. Allow sufficient time for acting out the activity and guessing. Then switch roles and have the first group guess while the second group pantomimes an activity. This activity can continue for as many rounds as the counselor desires.

EVALUATION: Observation, attitude response

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Gaining Responsibility

STUDENT OBJECTIVE/OUTCOME: The student will identify situations where he/she is self-sufficient, at home and at school.

PROCESS/ACTIVITIES: Ask the students to respond to these questions while showing stimulus items to match. Can you comb your hair, give yourself a bath, dress yourself, put away your toys, tie your shoes, put a puzzle together, clean up after snack time, sweep a floor? Illustrate something done at home and at school by yourself. MATERIALS: comb, wash cloth, item of clothing, tooth brush, shoe, puzzle, paper cup and napkin, small broom, Activity Sheet.

EVALUATION: Student, teacher and counselor observation

RESOURCE

AT HOME I CAN ALL BY MYSELF

AT SCHOOL I CAN ALL BY MYSELF

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Relationship Skills

STUDENT OBJECTIVE/OUTCOME: The student will discuss activities performed with family.

PROCESS/ACTIVITIES: Discuss with children what families provide (give) for each of them. Include how families provide for: a. Physical needs: safe environment, clothing, food, shelter, protection; b. emotional needs: eating together, sharing, hugging, talking; c. guidance/teaching: rules, education, discipline, church. Identify specific activities that each child's family does together that the child enjoys. Have each child orally complete the following sentence about a specific family member (e.g., mother, father, brother, sister, aunt, grandmother): "I FEEL GOOD WHEN MY (family member)_... (behavior)...." (e.g., I feel good when my mother tucks me into bed at night.)

EVALUATION: Oral response, observation, attitude response

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Relationship Skills

STUDENT OBJECTIVE/OUTCOME: The student will demonstrate activities performed with peers.

PROCESS/ACTIVITIES: Explain to students that friends are fun to play with. Ask each student to tell of an activity he/she enjoys doing with a friend. Ask each student to tell if the activity described is a QUIET activity or a LOUD activity. Ask: Where can we enjoy quiet activities with our friends? Where can we enjoy loud activities with our friends? Tell students that they may enjoy a quiet activity inside with a friend for 15 minutes. Then the class will go outside and play a loud activity for 15 minutes. (Any quiet activity within the classroom and any active game for outside activity is acceptable.) After students return, discuss the activities. What was the best thing about each? Did they enjoy the same friends during both activities? Why is it important to have both quiet and loud activities?

EVALUATION: Oral response, observation, attitude response

PERSONAL/SOCIAL DEVELOPMENT: Learning to live

GOAL: Developing Relationship Skills

STUDENT OBJECTIVE/OUTCOME: The student will recognize emotions associated with tone of voice.

PROCESS/ACTIVITIES: Stress how much communication is through posture, facial expression, and gestures. Tell the students that in this game, they will not see the person's posture or facial expressions as he/she speaks. Direct the class to listen very carefully, and from the way the words are said (the tone of voice), guess what feeling the speaker has. Examples: "Come here," " Don't forget," "Oh, Mother," "Is anyone home?" (From GAMES CHILDREN SHOULD PLAY, 1980, Mary K. Cihak and Barbara J. Heron and Goodyear Publishing Co., Inc.)

EVALUATION: Counselor observation

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Relationship Skills

STUDENT OBJECTIVE/OUTCOME: The student will become more aware of the effects of body language.

PROCESS/ACTIVITIES: Review the concept of nonverbal messages. Remind the children that people are constantly sending messages with their bodies. Explain that today the students are going to practice sending nonverbal messages. This exercise requires looking at a person and consciously reading his/her "body language." The children choose partners. One person will be a mirror to the other. The active one is to demonstrate a variety of expressions using different postures, gestures, and facial expressions. The student who is the mirror will try to copy as closely as possible the actor's body language. First demonstrate with one student. (From GAMES CHILDREN SHOULD PLAY. 1980, Mary K. Cihak and Barbara J. Heron, and Goodyear Publishing Co., Inc.)

EVALUATION: Counselor observation

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Resolving Conflicts

STUDENT OBJECTIVE/OUTCOME: The student will act appropriately in the various school settings.

PROCESS/ACTIVITIES: Read or tell story and then have class discussion. RESOURCES: WE LIKE KINDERGARTEN by Clara Cassidy, CLIFFORD'S MANNERS by Norman Bridwell, Richard Scarry's PLEASE AND THANK YOU BOOK. etc. Discussion should include how the students are expected to behave in various situations.

EVALUATION: Group feedback

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Effective Decisions

STUDENT OBJECTIVE/OUTCOME: The student will recognize decisions he/she makes.

PROCESS/ACTIVITIES: Introduce the word decision. There are times when we have to "make decisions." Another way to say that is: there are times when we have to "make up our minds." Tell the students they will be voting on some questions about their decisions. To answer YES, they raise their hand. To answer NO, they keep their hands down. (Seat students so they can see the responses of one another.) Read these questions: Do you decide when to get up? Do you decide what to wear? Do you decide how to brush your teeth? Do you decide what to eat for breakfast? Do you decide what colors to use when you make pictures? Do you decide whether or not to smile? Do you decide where to live? Pass out drawing paper, asking each student to make a picture showing a decision he or she makes.

EVALUATION: The student should describe choices made at school and at home.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Effective Decisions

STUDENT OBJECTIVE/OUTCOME: The student will identify what a choice is and describe the various choices he/she makes.

PROCESS/ACTIVITIES: Introduce the word "choice" to the students. Describe a choice as picking or deciding on something, or a selection. Brainstorm with the students, asking them to identify various choices they make. Some sample items could be picking out their clothes, what color to use on a picture, or where to sit in story time. Tell the children they will now color a picture. Ask them to identify some choices they will need to make to do this (choose papers, colors, what they will draw). As the children color their pictures, discuss any new choices that haven't been named.

EVALUATION: The student will define choice and describe two choices he/she makes.

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Applying Effective Study Skills

STUDENT OBJECTIVE/OUTCOME: The student will explain what his/her job is at school and what "tools" he/she uses to do the job at school.

PROCESS/ACTIVITIES: "My Job at School" Discuss and role play the various aspects of the job of a student. Examples: (1) listening, (2) following directions, (3) sharing, (4) being neat, (5) cleaning up. Help the student to better understand why being a student is an important job.

EVALUATION: Counselor observation

K-27

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Setting Goals

STUDENT OBJECTIVE/OUTCOME: The student will describe good work habits at school.

PROCESS/ACTIVITIES: In a group discussion, elicit the following characteristics of a good worker: A. A worker is prepared-brings "tools" to workplace. B. A worker takes care of his tools. C. A worker cooperates with fellow workers. D. A worker tries to be present every day. E. A worker finishes the task. Guide the students to see how these characteristics relate to the classroom. Encourage the student to set goals for himself/herself to be a good worker at school.

EVALUATION: The student will state ways that he/she can be a good worker at school.

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Learning Effectively

STUDENT OBJECTIVE/OUTCOME: The student will describe how he/she learns something.

PROCESS/ACTIVITIES: Communicate to students (1) Learning is growing, (2) Use of senses in learning, (3) Various learning styles, (4) Ways of learning, (5) Importance of listening, asking questions, practicing new skills, sharing what one has learned.

EVALUATION: Group feedback

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Gaining Test Taking Skills

STUDENT OBJECTIVE/OUTCOME: The student will describe how he/she tries to remember important information.

PROCESS/ACTIVITIES: Explain the process of remembering. (Recall information "stored" in the mind. May use computer analogy.) Ask some students to share some information they have learned: their name, teacher's name, phone numbers, alphabet, numbers, colors, shapes, etc. Talk about the importance of each of the following to remembering: (1) Understanding, (2) Repetition, (3) Practice, (4) Compare and contrast (alike and different).

EVALUATION: Group feedback

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Forming a Career Identity

STUDENT OBJECTIVE/OUTCOME: The student will express a knowledge of and appreciation for school workers and an understanding that all workers are important.

PROCESS/ACTIVITIES: Invite two or three local school personnel to the classroom to tell about their jobs. When they have gone ask the students what would happen if we didn't have Mr. Doe to clean our building, Mrs. Smith to prepare our lunches, Mrs. Burns to answer our phone, etc.

EVALUATION: Ask the student to role play the school workers and tell the class about the work they do. Encourage the student to tell why each worker's job is important.

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Forming a Career Identity

STUDENT OBJECTIVE/OUTCOME: The student will be aware of various occupations important to the community.

PROCESS/ACTIVITIES: Discuss jobs represented by different hats. The student will role play job activities as he/she wears a hat and uses a tool representative of the occupation. Draw a picture to show a worker doing his job.
MATERIALS: Various kinds of hats and tools for community occupations. (Use toy tools or pictures instead of dangerious tools.) Paper and crayons

EVALUATION: Observation and discussion

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Planning for the Future

STUDENT OBJECTIVE/OUTCOME: The student will discuss events that have happened and will happen.

PROCESS/ACTIVITIES: Discuss with the students the fact that some things will happen and some things have already happened. Ask the students to draw pictures of something that will happen the next day. Put these on the bulletin board under the caption of "Tomorrow." The next class period remind the students what was discussed previously. This time ask them to draw pictures of something that will happen next week. Place these on the bulletin board next to the previous pictures under the caption of "Next Week." In the next class period review what was discussed. Explain that this time they will draw a picture of something that has already happened. Put these on the bulletin board under the caption of "Past Happenings." Discuss the bulletin board pictures and how some things will happen and some things have already happened. Point out that some things happen over and over so we can count on them happening again, such as going to school, eating lunch, etc.

EVALUATION: The student will describe one thing that will happen the next day, next week, and name one thing that is expected to happen because it has consistently happened in the past.

CAREER DEVELOPMENT: Learning to Make A Living

GOAL: Planning for the Future

STUDENT OBJECTIVE/OUTCOME: The student will project himself/herself into the future by describing a job he/she would like when grown up.

PROCESS/ACTIVITIES: Have the student draw a picture of himself/herself doing a job or choose a picture of a worker. Let each student tell about his/her picture.

EVALUATION: Observation of the completed drawing and student's verbal explanation.

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Combating Career Stereotyping

STUDENT OBJECTIVE/OUTCOME: The student will identify work roles of family members in the home.

PROCESS/ACTIVITIES: Let each student tell who lives in his/her house. Identify various tasks accomplished in the home and the contributions of each family member toward completion of tasks. Show that individuals may fill numerous roles (i.e. mother, secretary, housekeeper, cook, pianist, wife). Stress the non-traditional roles such as father as cook, mother as carwasher. Have each student draw a picture of his/her family at work in the home and describe what each person is doing.

EVALUATION: Student will name one home task accomplished by each family member.

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Analyzing Skills and Interests

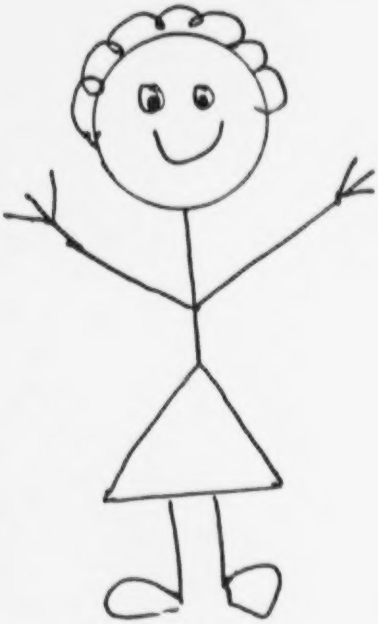
STUDENT OBJECTIVE/OUTCOME: The student will identify things he/she likes to do.

PROCESS/ACTIVITIES: Ask the students to name things they like to do. Brainstorm reasons they like to do these activities. Examples: (1) they can do the activity well, (2) they enjoy doing the activity, (3) they get approval from others while doing the activity. Discuss ways to learn to do something better so it will be an enjoyable activity for them.

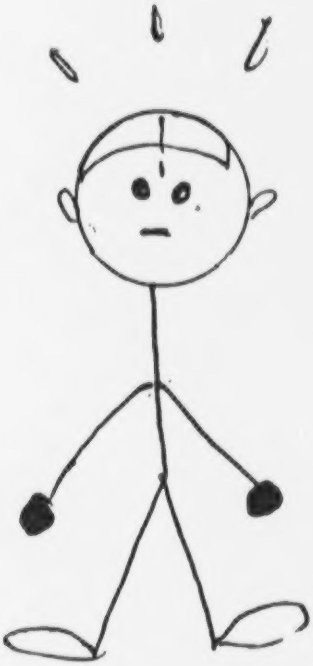
EVALUATION: Pictures of an activity the student does well and one he/she would like to do better.

RESOURCE ACTIVITIES

I LIKE TO DO THIS!!



I WANT TO DO THIS BETTER!!



GRADE ONE

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Gaining Self-Awareness

STUDENT OBJECTIVE/OUTCOME: The student will verbalize acceptance and value of self.

PROCESS/ACTIVITIES: Distribute the handouts "I Am Special." Tell children these handouts are full of fun, ideas, and questions about them. It will help them enjoy being themselves. Read the handouts orally in class. Complete the following activities orally. (Counselor models by responding to questions first) "Tell me one thing nice you do for yourself." "Say one nice thing about yourself." "Tell some of the things you can do." "Show an exercise you like to do." Students will draw pictures to illustrate the questions. VOCABULARY: loveable, valuable

EVALUATION: Name two things about yourself. Say one nice thing about yourself. Name two things that you can do. Oral response, work sample, observation

RESOURCE

I AM SPECIAL

I ____________________________________ AM A VERY SPECIAL PERSON.

I AM LOVEABLE, HUGGABLE, AND LOTS OF FUN!

IT IS OK FOR ME TO LIKE MYSELF AND TO BE MY OWN SPECIAL FRIEND.

BEING MY OWN SPECIAL FRIEND MEANS THAT WHEN I FEEL SAD OR LONELY, I CAN DO SOMETHING NICE FOR ME LIKE:

LISTEN TO MUSIC
PLAY WITH MY PET
HUG MYSELF (REAL HARD!)
BOUNCE A BALL
JUMP ROPE
RIDE MY BIKE.

DRAW A PICTURE OF SOMETHING SPECIAL YOU CAN DO FOR YOURSELF.

RESOURCE BEING MY OWN SPECIAL FRIEND

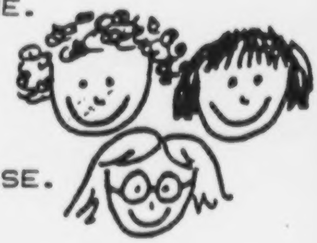
BEING MY OWN SPECIAL FRIEND MEANS:

I CAN SAY NO WHEN SOMEONE WANTS ME TO DO SOMETHING I DON'T LIKE.

IT IS OK IF EVERYONE DOESN'T LIKE ME.

I CAN DO THINGS MY OWN WAY.

I CAN BE DIFFERENT FROM EVERYONE ELSE.



BEING MY OWN SPECIAL FRIEND MEANS LIKING ME AS I AM!

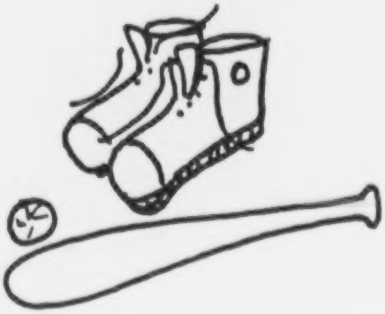
(DRAW A PICTURE OF SOMETHING YOU LIKE ABOUT YOURSELF.)

RESOURCE

BEING MY OWN SPECIAL FRIEND

BEING MY OWN SPECIAL FRIEND MEANS GETTING SOME EXERCISE EVERY DAY TO HELP MY BODY STAY HAPPY:

SKATE
CLIMB
RUN
WALK
JUMP ROPE
PLAY BALL.



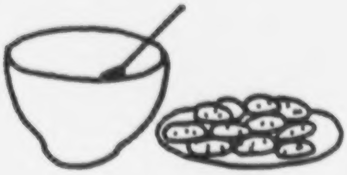
(DRAW A PICTURE OF SOME KIND OF EXERCISE YOU LIKE TO DO.)

RESOURCE

BEING MY OWN SPECIAL FRIEND

BEING MY OWN SPECIAL FRIEND MEANS I AM PROUD OF THE THINGS I DO WELL:

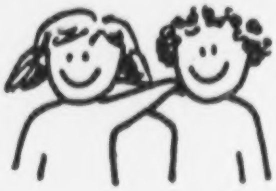
RUN
JUMP
COLOR
PAINT
RIDE MY BIKE
BAKE COOKIES



(DRAW A PICTURE OF SOMETHING YOU DO WELL.)

RESOURCE BEING MY OWN SPECIAL FRIEND

BEING MY OWN SPECIAL FRIEND MEANS I CAN BE A GOOD FRIEND TO OTHERS, TOO.



A GOOD FRIEND:

SHARES SPECIAL THINGS.

KNOWS ITS OK FOR EVERYONE TO BE DIFFERENT.

TELLS OTHERS NICE THINGS ABOUT THEMSELVES.

I AM A VERY SPECIAL PERSON AND I LIKE ME!

(GIVE YOURSELF A BIG HUG AND A SMILE!)

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Gaining Self-Awareness

STUDENT OBJECTIVE/OUTCOME: The student will explore individual likes and dislikes.

PROCESS/ACTIVITIES: Discuss with students that we all have FAVORITE things--things we like BEST. Let each student name one"favorite." Compile a list generated by children of "Things" that can be compared to determine which is liked BETTER. (e.g., colors, school subjects, games, person to visit, foods, TV programs, sports, pets, etc.) After the list is generated, have two children each name one color (e.g., red and blue). Tell children that when we choose our favorite between two things, we are choosing the things we like BETTER. Ask a third child: "Which color do you like BETTER - red or blue? Why?" Repeat with comparisons of several things from the list. Tell children that when we pick a favorite from among three or more choices, we are choosing the one we like best. Give examples of three things (e.g., dog, cat, rabbit) and ask "Which pet do you like BEST? Why?" Distribute copies of the handout: "Favorites." Let each child fill in the circles with drawings of their "favorite." Help children generate possibilities (e.g., color, food, season of year, outside activity).

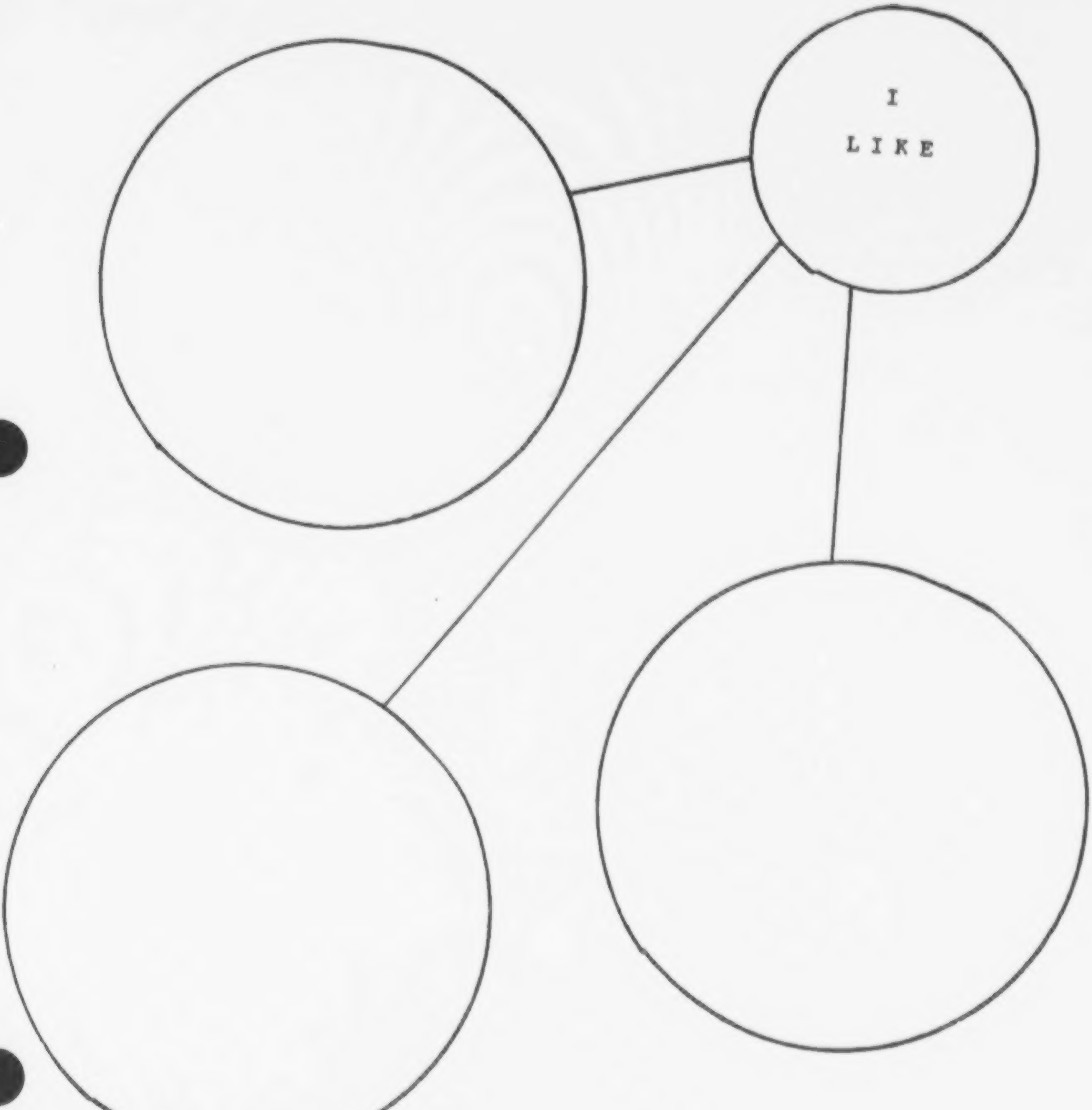
EVALUATION: Oral response, work sample

Grade One

1-2

RESOURCE

FAVORITES



1-3

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Positive Attitudes

STUDENT OBJECTIVE/OUTCOME: The student will describe an attitude as a feeling that causes him/her to act a certain way; identify some special inner feelings; identify positive and negative feelings; and become aware that he/she can change his/her feelings and thoughts.

PROCESS/ACTIVITIES: Trace and cut a mirror shape from construction paper and glue a foil circle on one side to make a mirror. Listen to the poem "My Magic Mirror." Let each student tell about feelings and thoughts the magic mirror might see. Illustrate one of these special feelings on the back of the mirror. Discuss good feelings and bad feelings and how to change them. MATERIALS: Oak tag mirror shapes, foil circles, construction paper, scissors, glue, and crayons

EVALUATION: Discussion and observation

RESOURCE

MY MAGIC MIRROR

My magic mirror sees deep inside
All the things I sometimes hide.
The way I think, and see, and feel,
My magic mirror will reveal.
The things I want to do or be
Are all a special part of me.
That other folks will never know,
for outwardly they hardly show.
But I can tell you what you'd see
If you looked in my mirror with me.

Author Unknown

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Healthy Choices

STUDENT OBJECTIVE/OUTCOME: The student will describe a variety of things that are important to him/her.

PROCESS/ACTIVITIES: Discuss the meaning of importance. Students will list things that they consider important to them. Give students three small pieces of paper. On each piece of paper they should draw and color a picture of a fruit they like. Then have them arrange the pictures in a column on the desk with their first choice on top, their second choice in the middle, and their third choice on the bottom. They can rearrange the pictures until satisfied, then they can paste the pictures on the paper in rank order and label their paper.

EVALUATION: The student will be able to define importance, describe two things that are important to him/her, and tell why his/her choices are important.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Healthy Choices

STUDENT OBJECTIVE/OUTCOME: The student will practice appropriate eating habits.

PROCESS/ACTIVITIES: Obtain a food chart showing the four food groups and the number of servings from each food group needed each day. Explain the results of poor nutrition (1) lack of energy (2) illness (3) difficulty in learning. Discuss "junk food." Show that it is bad because it (1) replaces foods that are good for us (2) causes weight gain (3) may cause tooth decay.

EVALUATION: Using pictures, allow the student to choose the healthier of two foods.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Respecting Others

STUDENT OBJECTIVE/OUTCOME: The student will identify and describe how others look and act, and describe how others differ in appearance.

PROCESS/ACTIVITIES: Discuss ways we are similar and ways we are unique (fingerprints). We all have fingers and thumbs but fingerprints are unique. The student can draw birds and such using fingerprints as the body. Then compare fingerprints using a magnifying glass. Set up a "Self Center" in the classroom where students can become more aware of themselves. Include a mirror and paper for self portraits, a tape recorder, measuring chart, and scales. Students can then compare themselves with others to find the similarities and differences. MATERIALS: Magnifying glass, paper and crayons, ink pad, mirror, tape recorder, measuring chart, and scales

EVALUATION: Student participation, counselor observation

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Respecting Others

STUDENT OBJECTIVE/OUTCOME: The student will identify something special in others, interact with others in a friendly way, and learn appreciation for the abilities of others.

PROCESS/ACTIVITIES: Work in pairs to interview and learn about each other. Decide on a special talent or interest for each other. Make a picture to show the class something special about the interviewed person. MATERIALS: Paper and crayons

EVALUATION: Observation and class discussion

1-8

PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

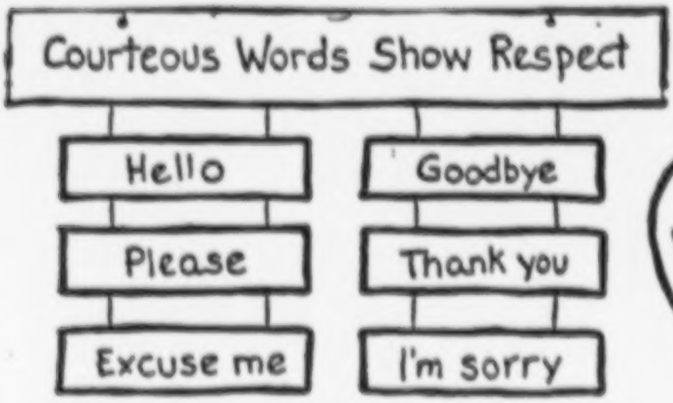
GOAL: Respecting Others

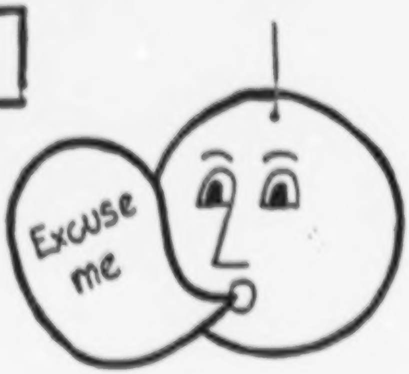
STUDENT OBJECTIVE/OUTCOME: The student will increase his/her knowledge of courteous words which show respect for others.

PROCESS/ACTIVITIES: Review with the students the importance of using courteous words. Elicit from them a list of common courteous words. List words on the board. Direct the students to work in small groups. Plan which courtesy word each student will choose to remind people to use. Then design a face or person using that word. Show the examples on the following page. When the students have planned their hanging pictures, provide them with paper plates and yarn for making the faces and poster board for the body and the words. When the mobiles are completed, hang them around the room as visual reminders to use courteous words. RELATED READING: Sesyle Joslin, WHAT DO YOU SAY DEAR? (New York: Young Scott Books, 1958) MATERIALS: Poster board, paper plates, yarn, dowels, if available, scissors, and black pens

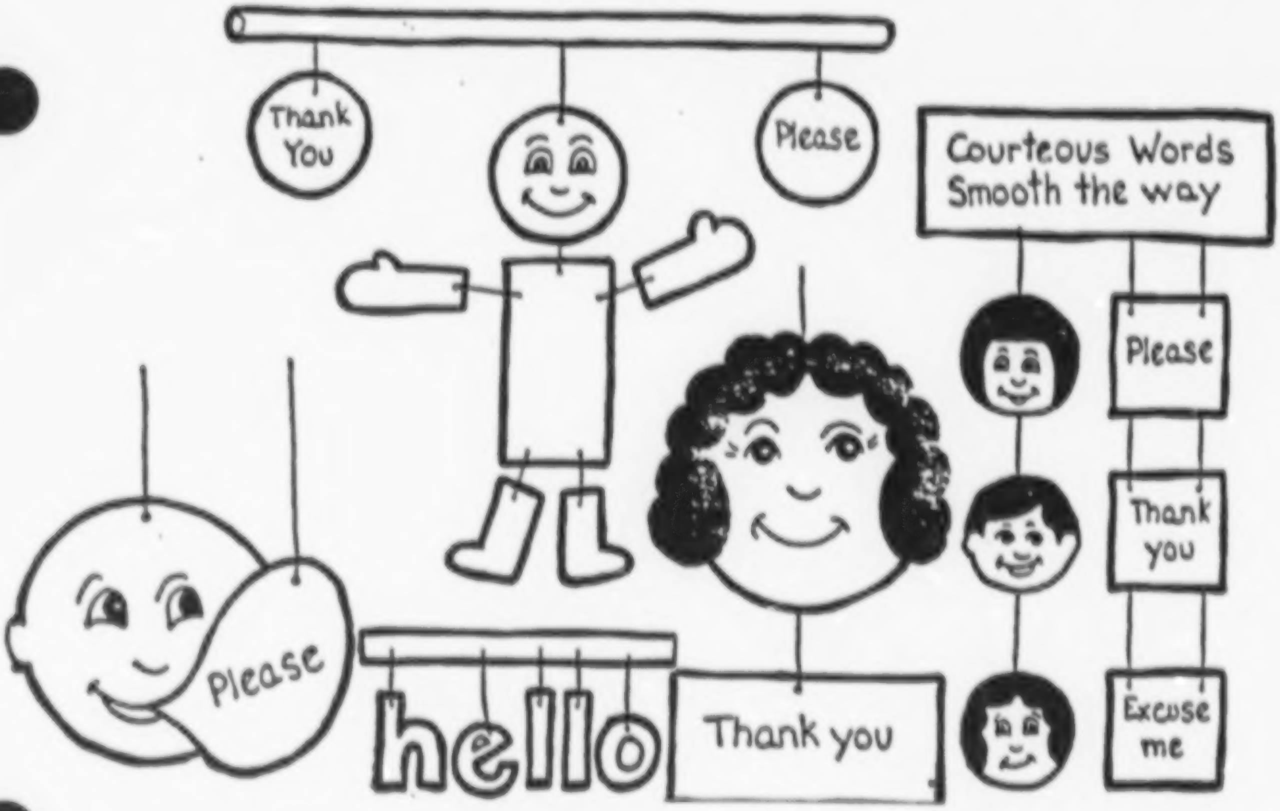
EVALUATION: Student participation and list of courteous words

RESOURCE COURTEOUS WORDS


Courteous Words Show Respect
Hello
Goodbye
Please
Thank you
Excuse me
I'm sorry



(two plates stapled together, with the words coming from between them.)


Thank You
Please
Courteous Words Smooth the way
Please
Thank you
Excuse me
Please
hello
Thank you

From *Games Children Should Play.* © 1980, Mary K. Cihak and Barbara J. Heron, and Goodyear Publishing Co., Inc.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

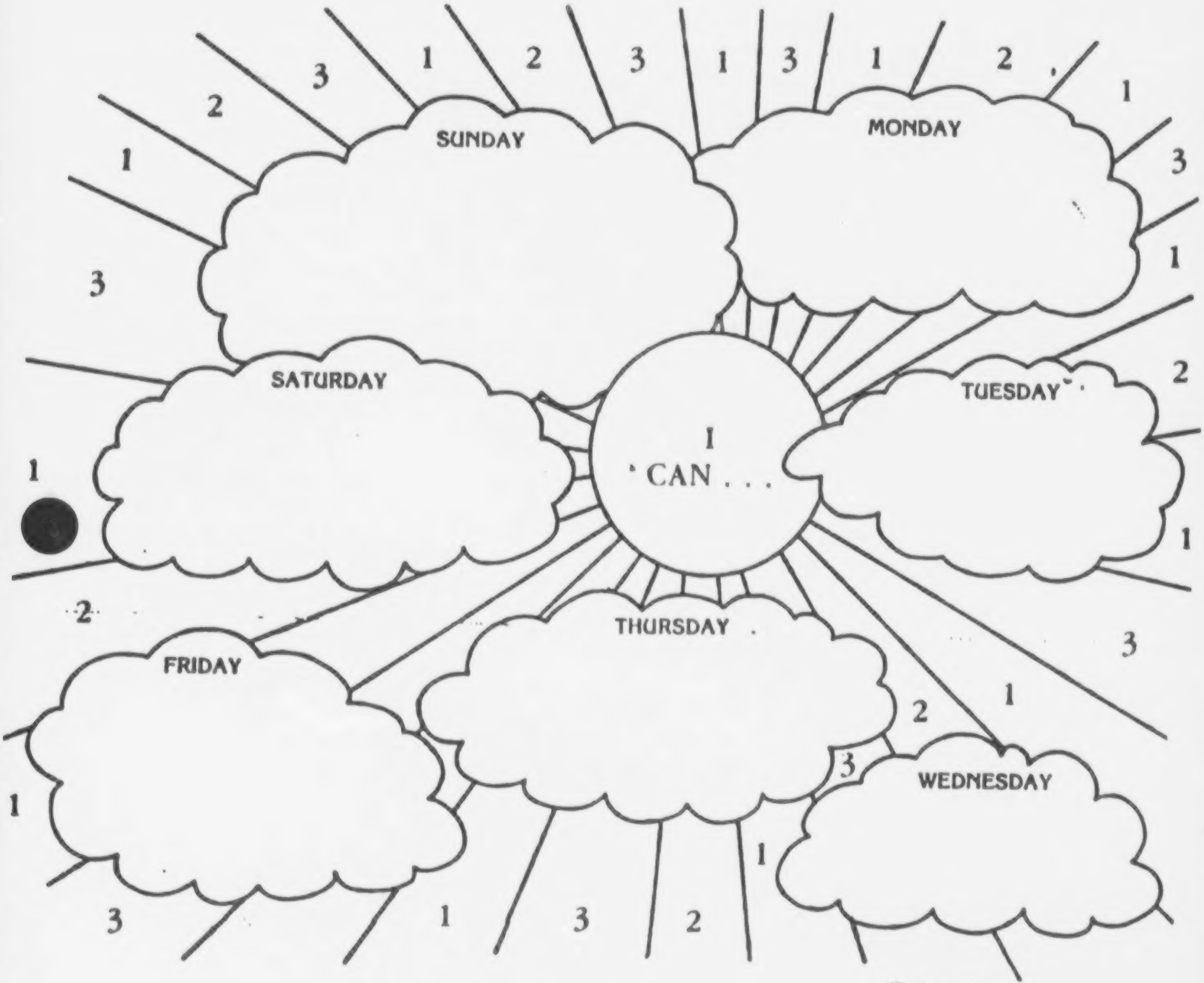
GOAL: Gaining Responsibility

STUDENT OBJECTIVE/OUTCOME: The student will identify some responsibilities at school and at home.

PROCESS/ACTIVITIES: Discuss the meaning of the word responsibility. Brainstorm a list of responsibilities at home and at school. Role play some of the class responsibilities. Complete the activity sheet by writing or drawing something the student has done to show responsibility that day in each of the clouds. MATERIALS: Chart paper, crayons, and activity sheet

EVALUATION: Student and counselor observation

RESOURCE SPREADING SUNSHINE


SUNDAY
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY
I CAN . . .
1
2
3

Color the numbered areas:

1 = yellow

2 = orange

3 = red

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Relationship Skills

STUDENT OBJECTIVE/OUTCOME: The student will define cooperation.

PROCESS/ACTIVITIES: Explain that COOPERATION is working together with others. Cooperation puts together each person's unique contribution for the benefit of all. Illustrate the concept COOPERATION through the following example. Present individual samples of baking ingredients and let various students taste each. Explain that alone, each ingredient may or may not be pleasant-tasting. As each sample is tasted, add to mixing bowl (does not need to be exact recipe measurements). State that when all of these individual ingredients-just like individual boys and girls-are combined, they work together or COOPERATE to make something wonderful. Have samples of already prepared cookie or brownie and allow children to taste the finished product.

EVALUATION: The student will define cooperation and give an example of a game that requires students to work together to obtain their goal such as a relay race.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Relationship Skills

STUDENT OBJECTIVE/OUTCOME: The student will describe the role of family members, peers and school staff and how each person works with others (COOPERATES) to get his/her job done.

PROCESS/ACTIVITIES: Magic Circle--You will need 3 colors of yarn made into necklaces. (10 necklaces of each color) The magic circle is really 2 concentric circles. One-third of the class is in the inner circle talking and listening to each other. The remaining two-thirds of the students are in the outer circle observing. Groups trade places until all three groups have been in the inner circle. Have the inner circle describe the various roles in the family and school setting and how others cooperate with the person described and vice versa.

EVALUATION: Observations by counselor and teacher

1-12

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Resolving Conflicts

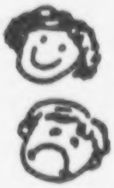
STUDENT OBJECTIVE/OUTCOME: The student will discuss the universality of feelings.

PROCESS/ACTIVITIES: Distribute the handouts: "I Feel." Tell students, "This booklet tells us that feelings are our friends. We all have feelings." Read the handouts orally in class. Discuss what a thermometer is and does. (A device for measuring temperature/heat and filled with mercury that rises according to increases in heat.) Distribute two copies of the handout: "Feeling Thermometer." Tell children to record their FEELING for today and tomorrow by using a red crayon to fill in how they feel.

EVALUATION: Oral response and work sample

RESOURCE

I FEEL



FEELINGS ARE SPECIAL. WE ALL HAVE FEELINGS.

WE FEEL:
HAPPY
SAD
EXCITED
FRUSTRATED

PROUD
SCARED
GLAD
LONELY

FEELINGS ARE IMPORTANT BECAUSE THEY HELP US TAKE CARE OF OURSELVES. FEELINGS TELL US:

WHEN WE ARE LONELY AND NEED A FRIEND,

WHEN WE ARE HAPPY AND WANT TO LAUGH AND SING,

WHEN WE ARE SCARED AND NEED A HUG,

WHEN WE ARE TIRED AND NEED SOME REST,

WHEN WE ARE EXCITED AND WANT TO JUMP AND SHOUT.

FEELINGS CAN BE VERY GOOD FRIENDS.

ON BACK OF PAGE DRAW SOMETHING THAT MAKES YOU FEEL HAPPY.

RESOURCE

HURT FEELINGS

DRAW A PICTURE OF SOMEONE YOU CAN TALK TO WHEN YOU HAVE FEELINGS THAT HURT.

SOMETIMES FEELINGS HURT, LIKE WHEN YOUR BEST FRIEND MOVES AWAY, OR YOUR DOG DIES, OR SOMEONE YOU LOVE IS ANGRY WITH YOU.

EVEN FEELINGS THAT HURT ARE OK. IT IS IMPORTANT TO LET THE FEELINGS THAT HURT OUT INSTEAD OF HOLDING THEM INSIDE OR PRETENDING THEY AREN'T THERE.

CRYING AND TALKING ABOUT HOW WE FEEL CAN HELP US GET OVER HURT FEELINGS.

RESOURCE

ANGRY FEELINGS

DRAW A PICTURE OF SOMETHING THAT MAKES YOU FEEL ANGRY.

SOMETIMES WE PRETEND WE DON'T HAVE FEELINGS, BUT WE ALL DO.

ANGER IS ONE FEELING PEOPLE PRETEND NOT TO FEEL. WE ALL FEEL ANGRY SOMETIMES THOUGH. IT IS OK TO FEEL ANGRY. FEELING ANGRY LETS US KNOW WHAT WE THINK IS FAIR AND HOW WE WANT TO BE TREATED BY OTHER PEOPLE.

WHEN WE FEEL ANGRY, WE SHOULD LET THOSE FEELINGS OUT IN A WAY THAT WE WILL NOT HURT OURSELVES OR SOMEONE ELSE INSTEAD OF HOLDING ONTO THEM OR PRETENDING THEY ARE NOT THERE. DOING THOSE THINGS CAN MAKE US FEEL EVEN WORSE.

RESOURCE

FEELINGS

DRAW A PICTURE OF HOW YOU ARE FEELING NOW.

FEELINGS CAN BE VERY GOOD FRIENDS.

FEELINGS HELP US KNOW OURSELVES.

THEY TELL US WHAT WE LIKE AND WHAT WE DON'T LIKE.

THEY TELL US HOW WE WANT TO BE TREATED.

THEY TELL US WHAT IS OK FOR US AND WHAT IS NOT OK.

FEELINGS HELP US DECIDE:

HOW TO ACT AND

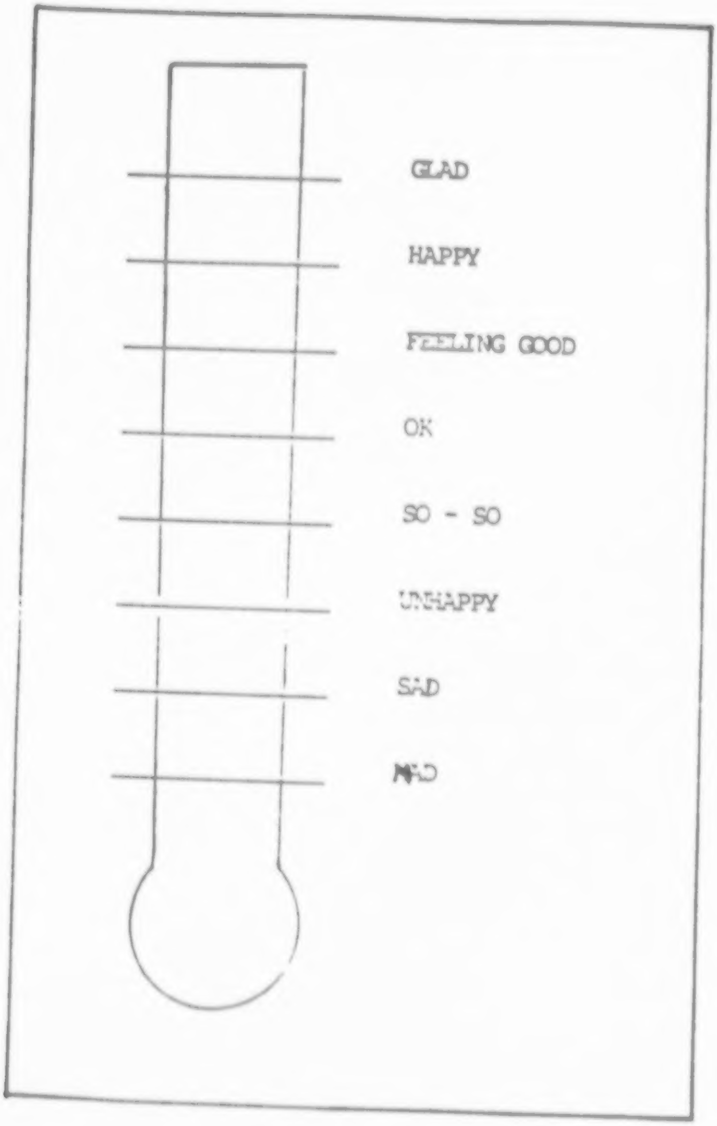
WHAT TO SAY.

FEELINGS ARE OK:

1-12

RESOURCE

FEELING THERMOMETER


GLAD
HAPPY
FEELING GOOD
OK
SO - SO
UNHAPPY
SAD
MAD

1-13

PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL: Resolving Conflicts

STUDENT OBJECTIVE/OUTCOME: The student will be able to name feelings.

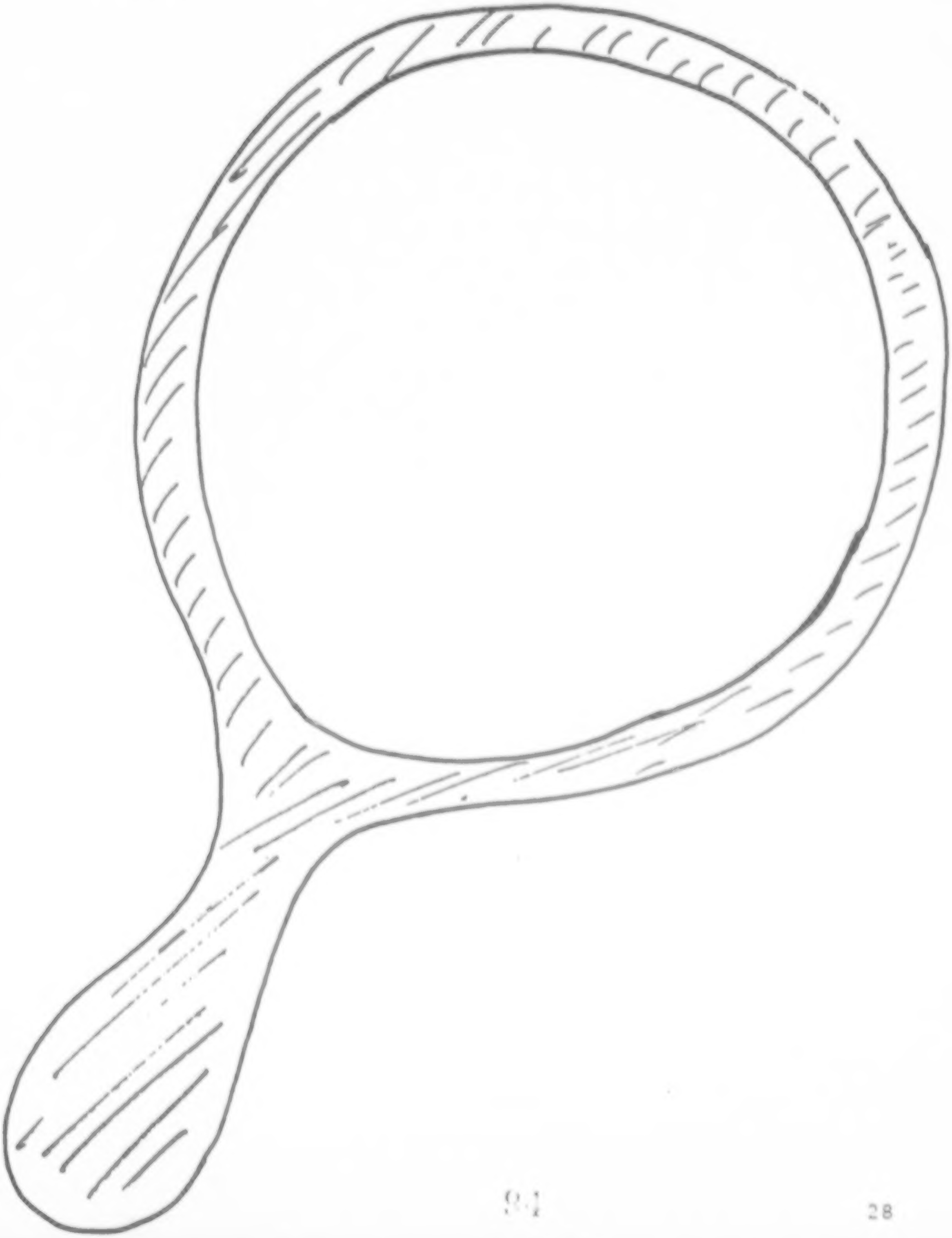
PROCESS/ACTIVITIES: Introduce the word "FEELINGS" on the board. Discuss the following: a. Feelings are inside us. b. Feelings give us a message--they tell us when we are sad, happy, scared. c. Everyone has feelings but not everyone feels the same at the same time. d. Feelings are usually connected with something that happened. For example: We receive a gift; we feel happy or surprised. We lose a toy; we feel sad or angry. Someone yells at us; we feel sad or scared. e. Feelings can change. Ask for examples of when students had a particularly happy or sad feeling. Generate a list of feelings. Students may have difficulty with this activity. If so, describe situations and ask the students to tell how they might feel (e.g., happy, sad, scared, curious, afraid, tired, frisky, surprised, angry, bored, hurt, disappointed, lonely, glad, nervous, mad, loved). Ask different children to complete the following sentences using as many different feeling words as possible: a. When I play with my pet, I feel .... b. When I fight with friends, I feel .... c. When I go into a dark room by myself, I feel .... c. When I find a package for me, I feel .... e. On Saturdays, I feel .... f. When I need help with something, I feel .... g. On my birthday, I feel .... h. When someone pushes me, I feel .... i. When I watch TV, I feel .... j. When my mom scolds me, I feel .... k. When my best friend moves away, I feel .... l. When I finish all my work, I feel .... m. When someone yells at me, I feel .... n. When someone smiles at me, I feel .... o. When I get a hug, I feel .... p. After a nap, I feel .... Tell children that it is OK to show others how we feel. Ask: "What are ways we SHOW our feelings?" (Body movements, facial expressions, things we say) Demonstrate several feelings through body and facial gestures (happy, sad, angry) and ask children to guess the feeling. Let them point out how they were able to guess the feeling. Let children pantomime several feelings while classmates guess the feeling. Distribute handout: "How I Feel Today." Tell students to show how they feel today by drawing their "feeling face" in the mirror. Discuss.

EVALUATION: The student will be able to name five feelings and describe each. Oral response, work sample, recitation, observation

1-13

RESOURCE

HOW I FEEL TODAY



PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Resolving Conflicts

STUDENT OBJECTIVE/OUTCOME: The student will recognize that feelings are dynamic.

PROCESS/ACTIVITIES: Ask students, "Do you always feel sad or always feel happy?" Explain that feelings can CHANGE and that feelings are usually CONNECTED with something that happens. Ask for examples of things that have happened which resulted in the child feeling sad or happy. Generate other feeling words which mean the same as happy or as sad. Tell students that they are going to make "feeling faces" to show how they feel when things happen around them. a. Distribute circles of paper. b. Draw and color a happy face on one side of the circle and a sad face on the other. Read the statements. Ask the students to turn the face which shows how they would feel in that situation toward the teacher. (If they are unsure how they would feel, they may place their "feeling face" on their desk.) How do you feel when: a. Someone yells at you? b. Someone smiles at you? c. Nobody plays with you? d. Someone hits you? e. People say nice things about you? e. Someone breaks in line in front of you? f. You help someone? g. You lose your favorite toy? h. Your friend waits for you? i. It's your birthday? j. You break your friend's toy? k. Someone asks you to play with them? l. You go on a picnic? Stress that feelings change. They may even change many times during the day. Stress that we may feel different from our friends or even from our family. Help students generate examples of situations when their feelings changed or when their feelings were different from friends or family. MATERIALS: Small circles of paper for each student, crayons

EVALUATION: The student will define "feelings" and name three feelings. (Feelings are emotions we experience inside that tell us what is happening, what we want, what is important to us, and how to take care of ourselves. Examples of feelings include lonely, sad, glad, angry, happy, scared, excited)

1-15

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Effective Decisions

STUDENT OBJECTIVE/OUTCOME: The student will define decision as a choice, describe different decisions in his/her life, and identify those decisions made by himself/herself.

PROCESS/ACTIVITIES: Introduce the word decision. There are times when we have to make decisions. Another way to say that is there are times we have to "make up our minds. Tell the students that they will be voting on questions about their decisions. To answer YES, they raise their hands. To answer NO, they keep their hands down. Seat students so they see the responses of one another. Read these questions: Do you decide when to get up? Do you decide what to wear? Do you decide how to brush your teeth? Do you decide what to eat for breakfast? Do you decide how to get to schools? Do you decide what colors to use when you make pictures? Do you decide whether or not to do your work? Do you decide whether or not to smile? Do you decide where to live? Place the signs NEVER, SOMETIMES, ALWAYS on the wall. Have each student stand under sign that show his/her answer to each question: Do you decide what to do after school? Do you decide how to get home from school? Do you decide what snack to eat after school? Do you decide what is served for dinner? Do you decide when it's time for bed? Pass out drawing paper, ask each student to make a picture showing a decision he or she makes. Display picture on the wall in an area which you have captioned, "WE Make Decisions."

EVALUATION: The student will define decision as a choice, describe three different decisions in his/her life, made by himself/herself and/or others, and identify two decisions he/she makes by himself/herself.

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Applying Effective Study Skills

STUDENT OBJECTIVE/OUTCOME: The student will be responsible in doing school assignments.

PROCESS/ACTIVITIES: Describe responsibility as something one is expected or trusted to do. Ask students to tell what responsibilities they are given at school. (Class rules) Discuss how being responsible will help the students in later life. Examples: They will learn to bring proper tools to the workplace. They will learn to complete tasks. They will learn to strive to do their best. Tell students that school assignments can be done best when they (1) Listen (2) Follow directions (3) Do their best work (4) Stay on task or use time wisely.

EVALUATION: Have each student complete this sentence: A good worker at school accepts responsibility for ....

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Setting Goals

STUDENT OBJECTIVE/OUTCOME: The student will think about the future, become aware of different occupations, and share career information with other students.

PROCESS/ACTIVITIES: Students create life-size figures by tracing bodies on paper. Life size figures depict personal dreams or ambitions by clothing which shows what careers they think they may be involved in as adults. They may add the necessary equipment and tools they will be using. The equipment and tools may be drawn or cut from magazines and pasted on to figures.

EVALUATION: Counselor evaluation and student participation

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Learning Effectively

STUDENT OBJECTIVE/OUTCOME: The student will name five things about school subjects that make him/her feel good.

PROCESS/ACTIVITIES: Magic Circle (See description on page 20.) Have each student tell two things in the circle about what makes him/her feel good at school. Encourage students to be quite specific, not just "I like reading," but "I like reading stories about ..." Ask each student how he/she likes to help at school.

EVALUATION: Student participation and counselor observation

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Gaining Test Taking Skills

STUDENT OBJECTIVE/OUTCOME: The student will describe what a test is.

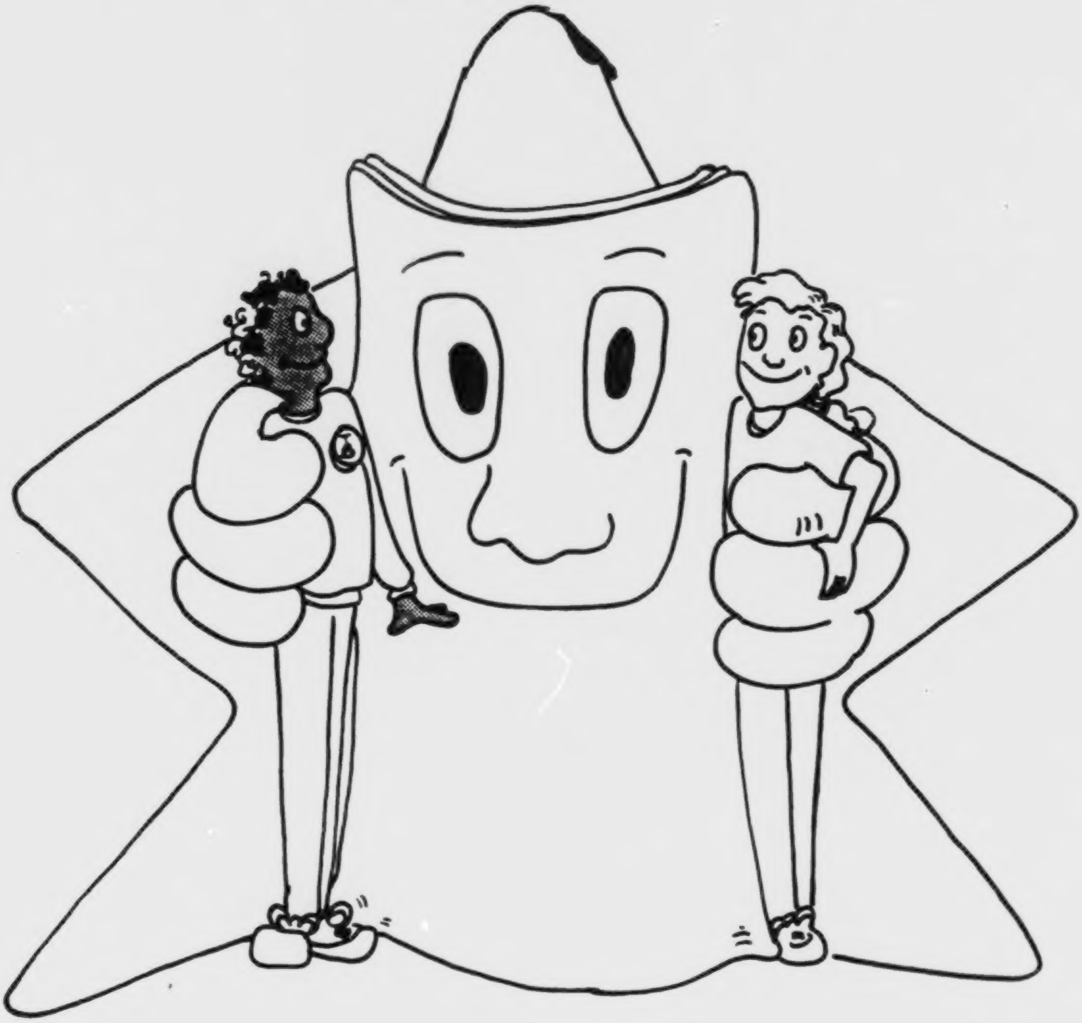
PROCESS/ACTIVITIES: Discuss the meaning and purpose of tests in school. Explain that tests can be friends because they help students know themselves. Stress the value of tests to help the student and the teacher know whether he/she has learned the material taught. Distribute the handout, read aloud the information, and have the students color the sheet. You may wish to type information about the testing program on the sheet and have students take it to parents when they have colored it.

EVALUATION: Completed worksheet

RESOURCE

THE TEST CAN BE YOUR FRIEND

Soon you will take a big test. This test will show your teacher how to help you to do better in school. The test can be your friend. Color this picture of the test that is a friend to the two students.



Test Buster by Robert P. Bowman © 1987 Educational Media Corporation®, Box 21311, Minneapolis, MN 55421

1-20

CAREER DEVELOPMENT: Learning to Make A Living

GOAL: Forming a Career Identity

STUDENT OBJECTIVE/OUTCOME: The student will identify some of his/her basic physical characteristics and favorite activities and recognize how peers are different.

PROCESS/ACTIVITIES: Have the student look in a full length mirror for something he/she likes about himself/herself. Also have the student draw pictures of his/her favorite activities. Ask two students to tell something they like about themselves and a favorite activity. Classmates will then tell how the two students are different. Continue until all who wish to participate have had an opportunity to do so. MATERIALS: Full length mirror and drawing materials

EVALUATION: Counselor observation of student participation

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Planning for the Future

STUDENT OBJECTIVE/OUTCOME: The student will identify situations where he/she was self-sufficient at home and at school last year and are self-sufficient this year.

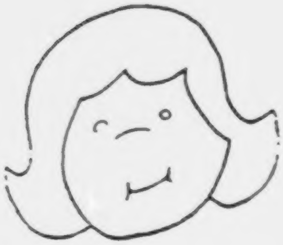
PROCESS/ACTIVITIES: Take turns telling what they are able to do alone and what they need help doing this year.
MATERIALS: Resource page "I Am Learning"

EVALUATION: Completion of "I Am Learning" form

RESOURCE

I AM LEARNING

There are many things that you can do alone, or all by yourself. Other things you may need help to do right now. In the spaces below, draw two pictures to show something you can do alone and something you need help to do. Fill in the blanks in the sentences, too, if you can.



I can
brush my
teeth
alone.

I need
help to
ride a
bicycle.

I can ______________________________ alone.

I need help to ______________________________.

Name: ______________________________

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Combating Career Stereotyping

STUDENT OBJECTIVE/OUTCOME: The student will explain the concept of work and his/her role as a worker in school and at home and thereby develop feelings of competency because of the tasks he/she can do.

PROCESS/ACTIVITIES: In a group discussion, lead the children to (a) define work as something one does to make something, help someone, or learn something, (2) understand that work can be for pay or not, (3) see that most people work, (4) describe why work is important. Have each student tell about a job he/she can do such as picking up toys, feeding pets, erasing boards, handing out papers, etc.

EVALUATION: The student will answer orally the questions, (1) What is work? (2) Who works? (3) What are some jobs that you do at home and at school? (4) Why is work important?

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Analyzing Skills and Interests

STUDENT OBJECTIVE/OUTCOME: The student will describe individual behaviors resulting in a sense of accomplishment.

PROCESS/ACTIVITIES: Introduce story, NEED-A-HELPER: "Nita Helper always thought she needed someone to help her in everything she did. Listen as I read this story about her." Read story: NEED-A-HELPER. Discuss the following questions with the students: a. Tell the things you think Nita Helper could do by herself, but always wanted someone to help her do. b. Why should Nita learn to do things by herself instead of always relying on others to help her? c. What do you think might happen to Nita if she continues to depend on other people too much? d. Tell some reasons why you think it's important for people to learn to do things by themselves. Let each child speak into the tape recorder and complete the following statements: My name is .... One thing I can do well by myself is .... Play the tape back to the class and stress that each child can do something well. (From PEOPLE NEED EACH OTHER, IP 633 by Cherrie Farnette, Imogene Forte, and Barbara Harris. Copyright c 1979 by Incentive Publications, Inc., Nashville, TN 37215

EVALUATION: Oral response

RESOURCE

NEED-A-HELPER

Nita Helper woke up every morning and called to her family. "I can't find anything to wear. Will someone help me find something?"

Every day, on her way to school, Nita would ask someone to carry her things.

Nita was a very good student, but still, she would always say, "I've got so much work to do. Won't someone help me?'

After school, when Nita was supposed to clean her room, she would always ask friends to come in and help her make her bed and put away her toys.

After dinner, Nita often complained, "I don't know what to do. There's no one here to play with me." In fact, Nita Helper could do many things, but she never seemed to want to do anything by herself. For example, she always asked someone to help her take her bike out of the garage, to help her pick out a library book, to help her get ready for bed, and so on, and so on, and so on...

GRADE TWO

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Gaining Self-Awareness

STUDENT OBJECTIVE/OUTCOME: The student will identify feelings.

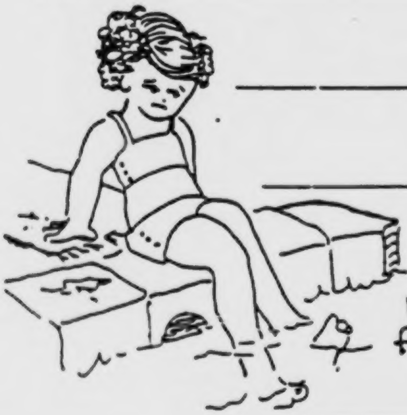
PROCESS/ACTIVITIES: Review with class, "What is a feeling?" Ask students to generate feeling words (happy, sad, afraid, shy, excited), explaining that we show others what we are feeling not only by what we say but also by what we do. Have the children role play different feelings at their desks. Include: excitement, happiness, disappointment, anger, frustration, etc. Ask the children, "What are you doing to let others know how you feel?" Focus on nonverbal behavior. Ask students to give examples of situations when they felt disappointment. Discuss: How did you feel? What did you do, say, think? Who helped you when you felt this way? How? What happened? What are some other ways to deal with a similar situation? Distribute handouts: "Look and Feel," and "Sensitively Speaking." Complete the first example of each handout with the class. Ask the students to finish completing the handouts. Discuss responses, then ask students to generate additional "next time" solutions. Stress that there are often many solutions to help one feel better when disappointed. VOCABULARY: disappointment, feelings

EVALUATION: The student will name five feeling words. The student will be given a list of thoughts. He/she is to read the thoughts and decide what the person is FEELING. I'm pretty. I'm afraid to fail. I'm smart. Poor me! Nobody likes me. She always gets the best gift. I learn from my mistakes.

RESOURCE

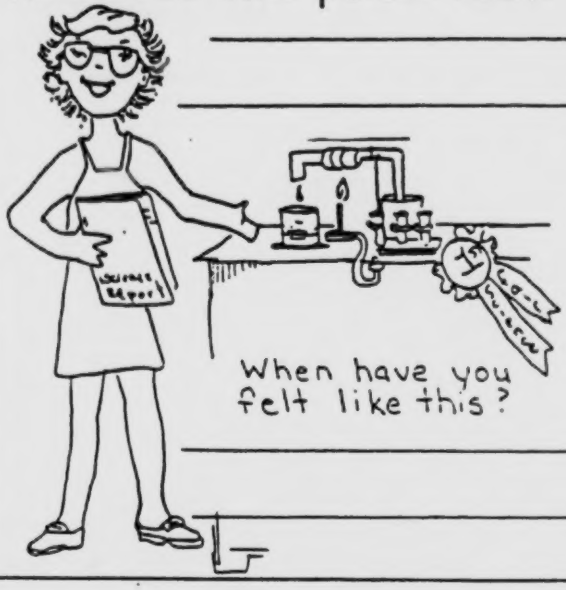
LOOK AND FEEL

How does this person feel?

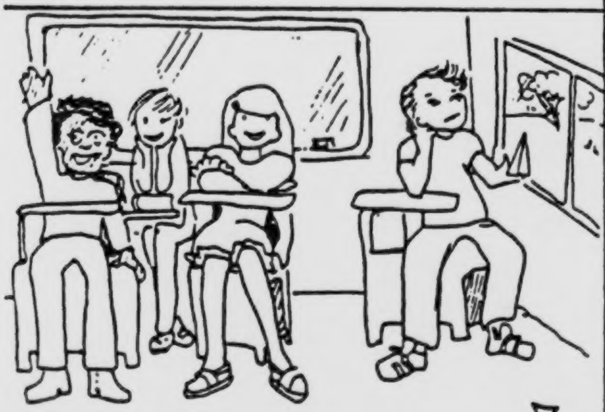


When have you felt this way?

How does this person feel?



When have you felt like this?

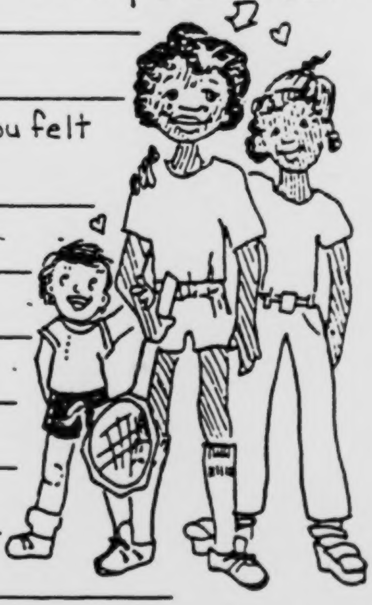


How does this person feel?

When have you felt this way?

How does this person feel?

When have you felt like this?



FRINGE BENEFITS

Make a list of the body clues that you found in these drawings that helped you understand how the people might be feeling.

From I'VE GOT ME AND I'M GLAD, IP 528, page53

Grade Two

2-1

RESOURCE SENSITIVELY SPEAKING

Write at least one possible response you might give to people in the situations described below. What do you say when-

What do you say when -

you've just won the big game? ______

you've just lost the big game? ______

someone has been teasing you?

______

you've been embarrassed?

______

your friends are ignoring you?

______

someone has taken advantage of you?

______

you are afraid?

______

you're not invited to a friend's party?

______

you want to join a group?

______

you want someone to leave you alone? ______

______

FRINGE BENEFITS

Choose one of the situations above and write a story about it.

From I'VE GOT ME AND I'M GLAD, IP 528, page 77
by Cherrie Farnette, Imogene Forte, and Barbara Loss
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PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL: Gaining Self-Awareness

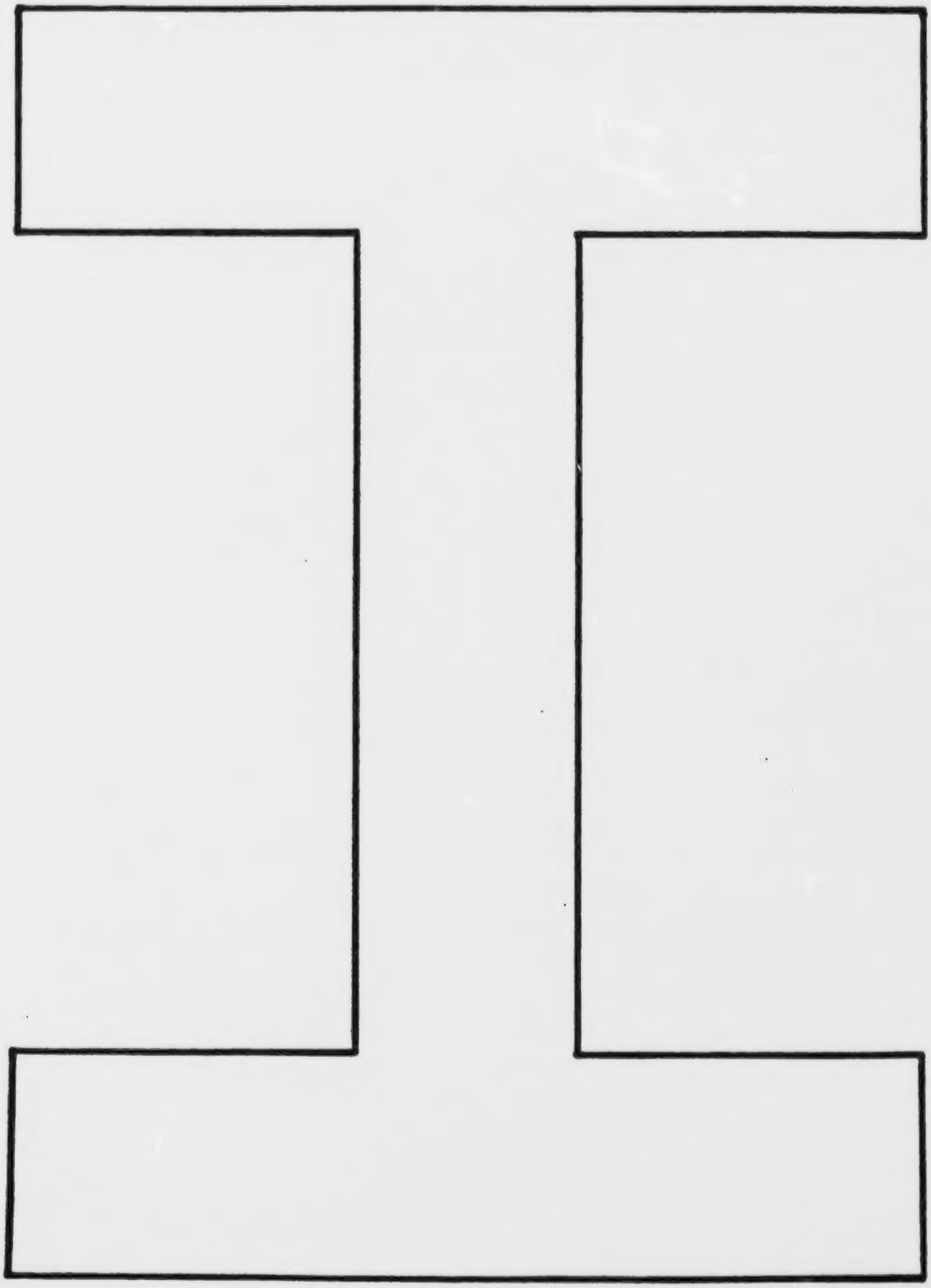
STUDENT OBJECTIVE/OUTCOME: The student will recognize times when he/she has expressed ownership of feelings and thoughts.

PROCESS/ACTIVITIES: Review with the students the need for taking responsibility for our own feelings and thoughts. Also, discuss why we capitalize the letter "I" when we are referring to ourselves. Using "I" is like using a name. We capitalize names and the letter "I" because we are important and our thoughts and feelings are important. They are important enough for us to take responsibility for them, to "own" them. Distribute the letters and direct the students to decorate their letter "I" any way they choose. If there is time, they may make more than one. When the letters have been placed on the bulletin board, tell the students that when they look at the bulletin board, it will remind them to "Say I." It will also remind them to write "I" as a capital letter when they are referring to themselves. MATERIALS: At least one copy of the large letter "I" (following) duplicated for each student, preferably on construction paper or cardboard; a variety of materials to provide textures, i.e, sand, glitter, yarn, sandpaper, tiny plastic beads, sequins, corduroy, velvet, fur, a variety of fabric patterns, aluminum foil, wallpaper, carpet samples, etc; glue, scissors, crayons. (From GAMES CHILDREN SHOULD PLAY. 1980, Mary K. Cihak and Barbara J. Heron, and Goodyear Publishing Co., Inc.

EVALUATION: Student participation

RESOURCE

SAY "I"
WORKSHEET



From Games Children Should Play. © 1980, Mary K. Cihak and Barbara J. Heron, and Goodyear Publishing Co., Inc.

2-3

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Positive Attitudes

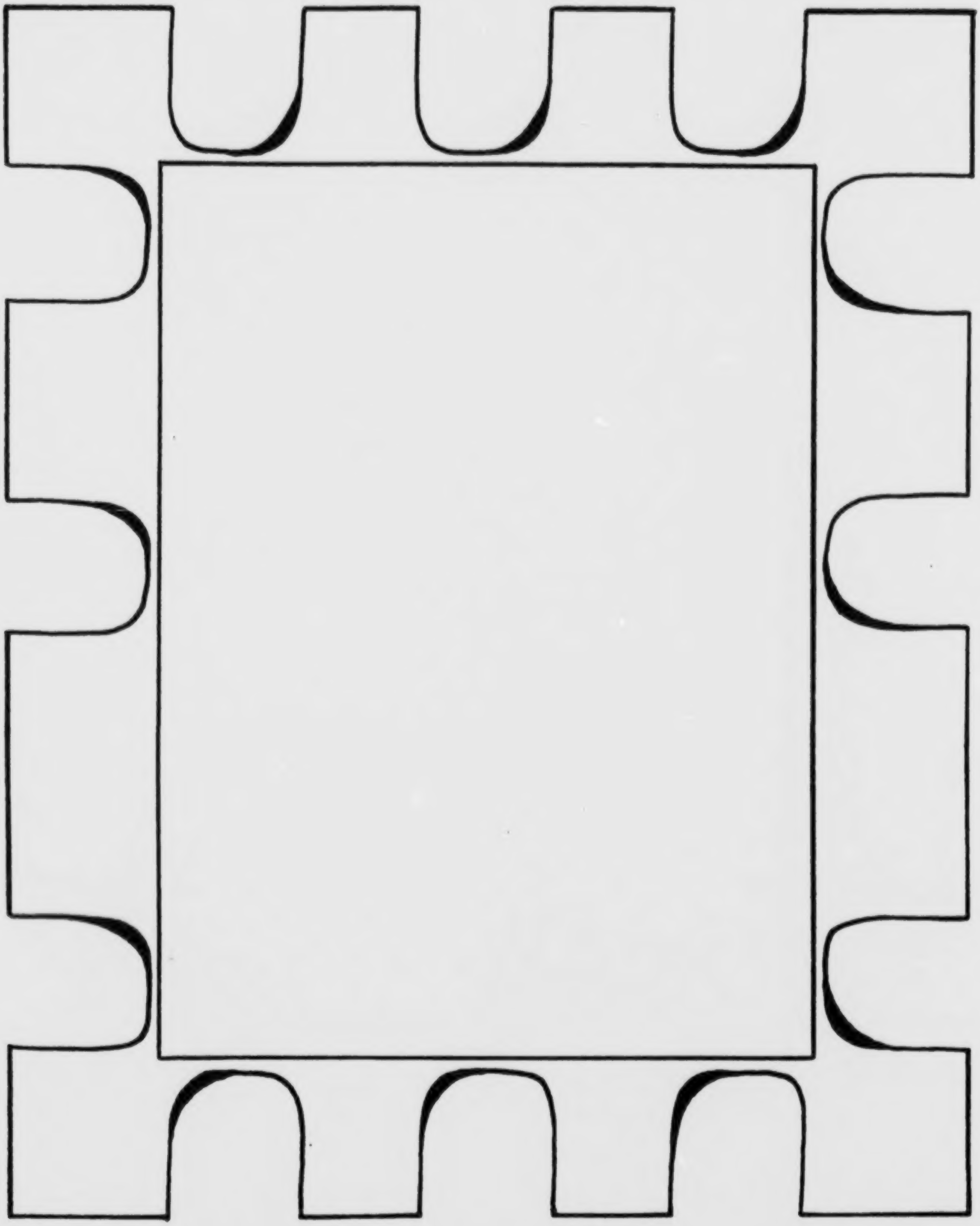
STUDENT OBJECTIVE/OUTCOME: The student will identify his/her interests or special talents, focus on what makes his/her special, and learn appreciation for self.

PROCESS/ACTIVITIES: Discuss what makes one special because of a unique interest, talent, or ability. Each student will focus on one thing he/she does that makes him/her feel proud. (Assist anyone having trouble.) Design a special stamp to honor each student. Print name and birthdate on the stamp. MATERIALS: Stamp outline, markers or crayons, sample stamp

EVALUATION: Discussion and teacher evaluation

2-3

RESOURCE STAMP



2-4

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Positive Attitudes

STUDENT OBJECTIVE/OUTCOME: The student will identify positive attributes in self.

PROCESS/ACTIVITIES: Ask students to define SELF-AWARENESS. Explain: "SELF-AWARENESS is 'knowing about oneself.' It helps to determine how a person feels about himself/herself. Each person has his/her own set of physical characteristics (appearance), personal traits (keeps room clean, feels scared in the dark, likes cartoons), and qualities (helpful, energetic). The total or sum of all these qualities equals each one of us and makes us unique or special." Illustrate on the board. Choose one child in the classroom as an example. Karen: one front tooth missing + pigtails

(how I look)
+ laughs at Garfield + good reader +
(what I enjoy) (what I do well)
cheerful = KAREN
(nice things people say about me)

________+_________+__________+___________+____________ = NAME

Continue putting examples of other children on the board. Let classmates help fill in the blanks. Include physical characteristics, personal traits, and qualities. Be creative with examples, telling children to choose unique characteristics. Distribute handout, "The Sum of Me." Explain orally and then ask children to complete by filling in positive things about themselves that make them special. Collect sheets and save for use in the activity in the "Respecting Others" Section. VOCABULARY: Self-awareness, characteristics, unique

EVALUATION: Each student will state three positive attributes about himself/herself.

RESOURCE

THE SUM OF ME

________________________________(How I look)

____(What I do well)

____(What I enjoy)

____(Nice things people say about me)

____

ME

(DRAW YOUR PICTURE)

2-5

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Healthy Choices

STUDENT OBJECTIVE/OUTCOME: The student will demonstrate an understanding of the proper use of medicine to care for his/her physical health.

PROCESS/ACTIVITIES: Talk about medicine as a drug. Reinforce the idea of appropriate use. Use the "Sharing" information. The information should be used as an open forum to discuss the messages children receive from television, friends, parents, etc. Refer to pp.90-96 in the MISSISSIPPI CURRICULUM for handouts. (From MISSISSIPPI SUBSTANCE ABUSE PREVENTION CURRICULUM) MATERIALS: MISSISSIPPI SUBSTANCE ABUSE PREVENTION CURRICULUM pp.90-96

EVALUATION: State two safety rules related to medicine (drugs).

RESOURCE

SHARING

Sharing is a concept children learn early, but now they must determine what they can and cannot share. It is all right to share toys and treats, but sharing germs and drugs can be harmful. Ask the children to discuss their good and bad experiences in sharing.

Explain to the children that the people who manufacture drugs sometimes make them look and taste like candy. This is to help people who are ill to take medicine. But even if these drugs taste good, they should never be confused with candy. Reinforce the idea that taking drugs when you are not sick can make you sick.

Impress on the children that they should never take medicine that belongs to someone else. Use as an example a veterinarian who visits a sick mouse and a sick elephant and by accident switches their medicine. Ask them to imagine how sick the little mouse would get if he took the elephant's medicine.

In our drug-oriented culture, it may seem that there is a cure for everything. Discuss the fact that drugs alone cannot cure life's problems. There are disappointments that each of us encounters, but we must learn to cope with them without drugs. Let the children discuss their disappointments and move quickly to alternatives. For example: If they have planned a picnic and it rains, make a tent in the living room and have the picnic anyway, or go to a movie, or participate in an indoor activity of some other kind. Explain to them that we often create our own stress, as in the example of a poor report card. Life has many disagreeable moments, but we must face them with courage and do something about them in a positive way.

Children know that many people use drugs, even their parents. They may even believe that is all right. Since children view dozens of commercials each day, a high percentage of those spots tell them, "If you take this, you'll feel better." It is important to stress that drugs cannot cure everything. When the announcer in a commercial tells you to take a drug, he assumes you are sick. He will tell you what ailments are helped by the drug he is advertising and sometimes recommend that you see a doctor if the medicine does not make you better. It can also be mentioned that children must be very cautious and alert as they watch these commercials. If a beautiful lady tells them to use a certain medicine to cure a headache, they must understand that the medicine may cure a headache but will not make them beautiful.

This page should be used as an open forum to discuss the messages children receive from their favorite programs. Do they see the characters laughing about being high from either drugs or alcohol? Do they see characters benefiting from selling and distributing drugs? If they respond by saying yes, the opportunity is at hand to stress that television is mostly make-believe.

Let the children select their answers. Even though they might experience all the answers, telling parents, telling teachers, and telling policemen are the correct ones. Tell them an adult will know how to handle the situation. Becoming angry or upset may make the situation worse.

Review with the children the legitimate drug distribution system—from doctor to pharmacist to parent. Remind them that only those people know which drugs are safe for them to use. Tell them that their friends, no matter how concerned they may seem to be, should not give them drugs. Assure them that anyone who gives them a drug for fun is not their true friend.

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PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Healthy Choices

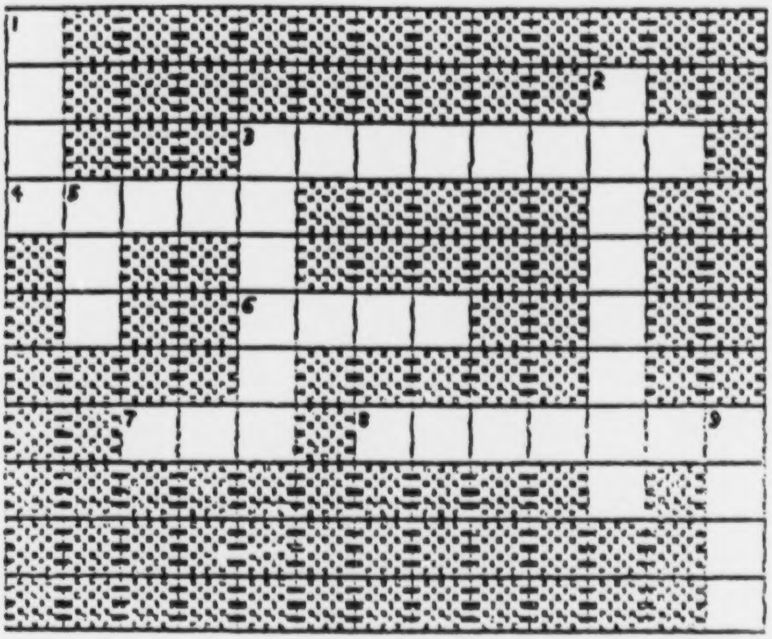
STUDENT OBJECTIVE/OUTCOME: The student will name people who should dispense medicine and identify safe storage areas for medicine.

PROCESS/ACTIVITIES: Reinforce the idea that we take medicine when our bodies hurt, but not when our FEELINGS hurt. Put the term DISPENSE on the board and ask the class what it means (to prepare and give out). List on the board the names of people who can be trusted to dispense medicine. Remind the student that he/she should NEVER put anything like a pill or cough syrup in his/her mouth if it is given by someone other than the people listed on the board. Discuss the following questions: (a) What should you do if a stranger offers you something that looks like an aspirin and tells you "it tastes good, try it?" (b) What should you do if a friend of your older brother or sister asks you to try a pill? What if they call you "chicken" or "baby" if you say no? Distribute the handout. Have the students fill in the crossword puzzle with the appropriate words from the vocabulary list. Discuss the correct responses. (From the MISSISSIPPI SUBSTANCE ABUSE PREVENTION CURRICULUM 2:A-2)

EVALUATION: Name two situations when medicine may be needed and two situations in which medicine is not necessary. Name someone who can be trusted to dispense medicine. (parent, nurse, doctor, pharmacist)

RESOURCE

MEDICINE SAFETY



ACROSS CLUES

3. Medicines should always be stored away from ....
4. It is very important to store medicine in the proper container with a ... telling what it is.
6. Medicine should always be stored in a ... place.
7. You should not take medicine because you feel .....
8. If you feel you need some medicine, always ask you ... or another responsible person first.

DOWN CLUES

1. Proper use of medicine can help a sick person get ....
2. ... can help you feel better when you are sick.
3. Medicine should always be stored with the lid tightly closed.
5. It is very important to ... a responsible adult for help before you take any medicine.
9. A person should only take medicine when he/she feels ....

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Healthy Choices

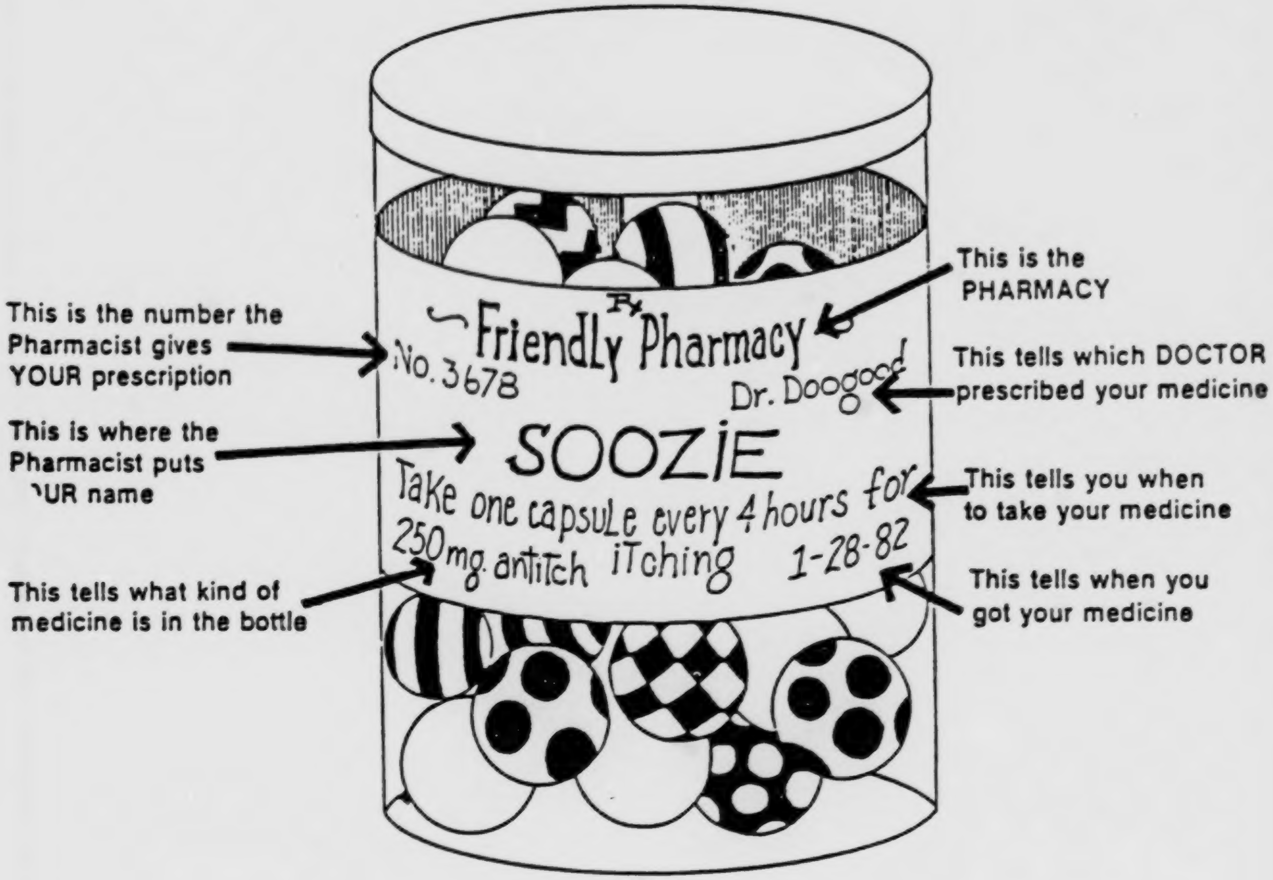
STUDENT OBJECTIVE/OUTCOME: The student will relate the purpose of labels on medicine and the difference between prescription and non-prescription drugs.

PROCESS/ACTIVITIES: Distribute the handout. Lead a discussion on the importance of labels on medicine. Stress that it is extremely important to follow the directions on the label. Also stress that you should never take anyone else's medicine or any medicine in a container without a label. Define the terms prescription and non-prescription. Differences: Prescription - must have a written prescription from a physician--can only be purchased from a licensed pharmacist. Non-prescription - can be purchased over the counter without a doctor's prescription--can be purchased at different types of stores. (From the MISSISSIPPI SUBSTANCE ABUSE CURRICULUM 2:C-1)

EVALUATION: The student will discuss the question, "Why are labels important on medicine?"

RESOURCE

LABELS


This is the number the Pharmacist gives YOUR prescription
This is where the Pharmacist puts OUR name
This tells what kind of medicine is in the bottle
This is the PHARMACY
This tells which DOCTOR prescribed your medicine
This tells you when to take your medicine
This tells when you got your medicine
Rx
Friendly Pharmacy
No. 3678
Dr. Doogood
SOOZIE
Take one capsule every 4 hours for
250 mg. antitch itching 1-28-82

Here's a medicine bottle. Look at the label.

2-8

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

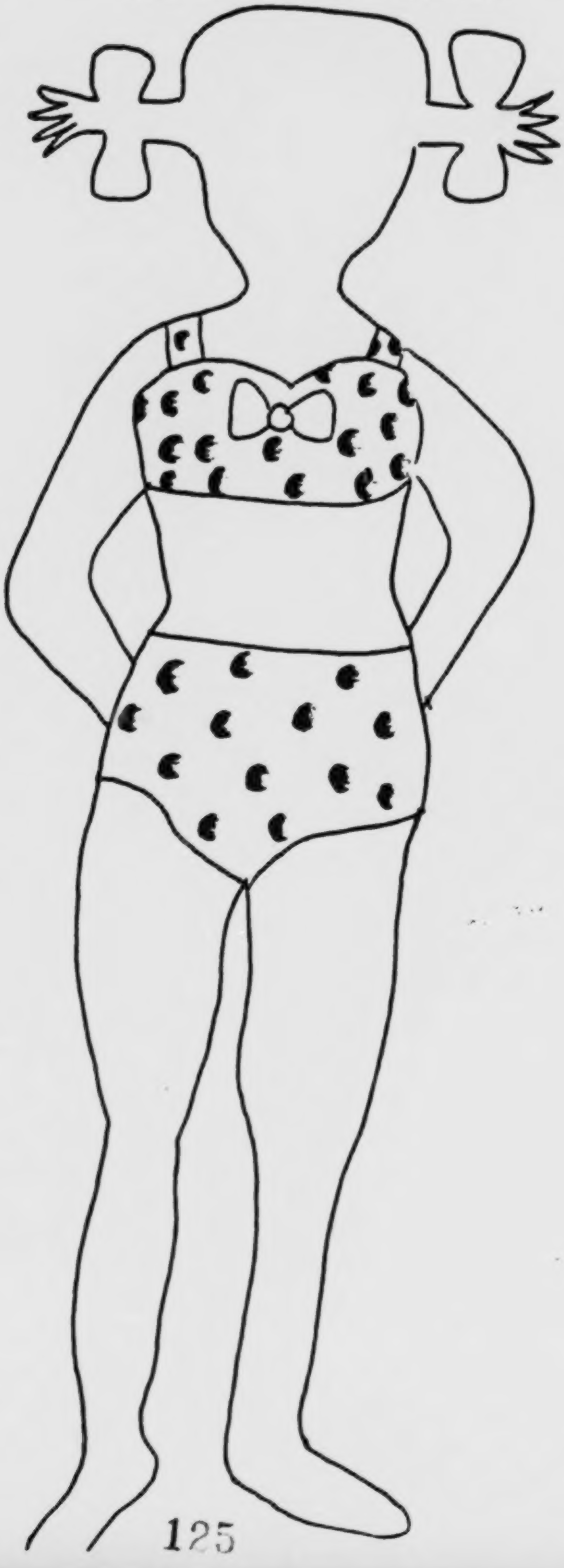
GOAL: Making Healthy Choices

STUDENT OBJECTIVE/OUTCOME: The student will distinguish between appropriate and inappropriate touching, identify specific guidelines to protect himself/herself, and express appropriate responses to abusive situations.

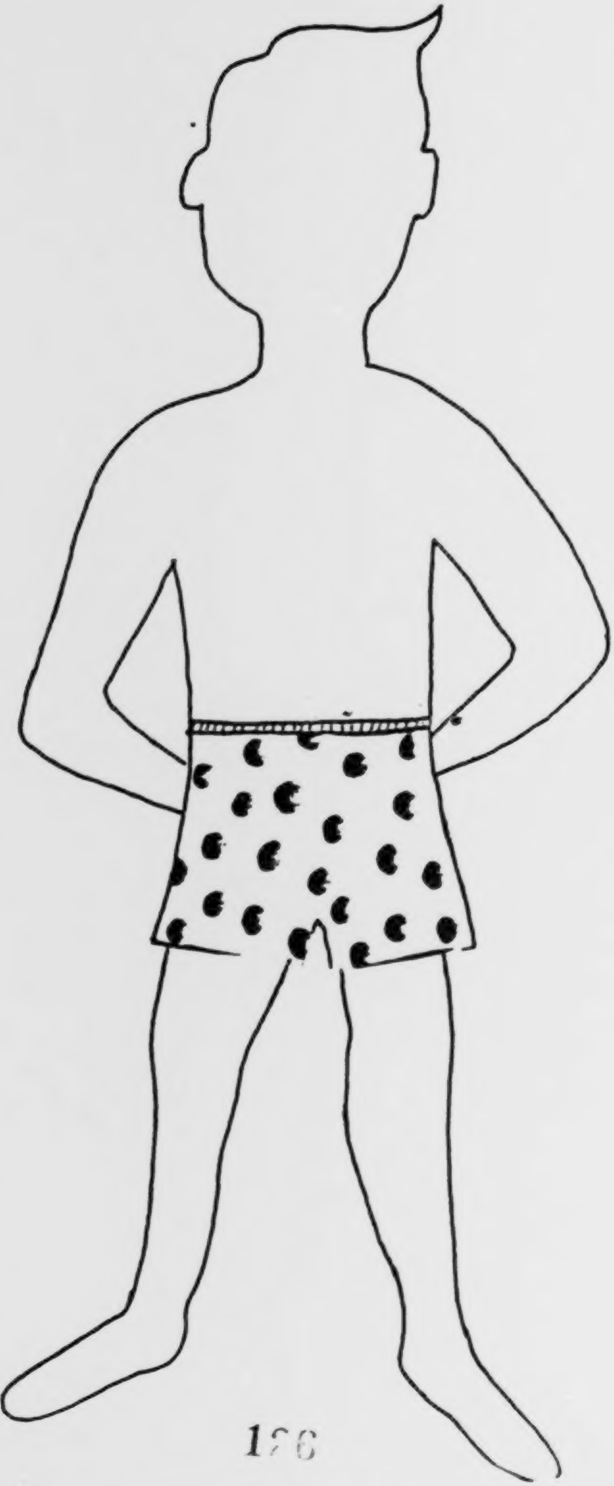
PROCESS/ACTIVITIES: Talk about "good" touching. State that all touching is not "good." Tell students that others should not touch them on certain parts of their bodies, namely the areas covered by their swimsuits. (Use pictures to illustrate.) Stress that they should tell someone if a person tries to touch them in ways that feel bad or on those areas of their bodies even if they are told bad things will happen to him/her. Talk about who can be trusted to help if a student is being abused (parent, teacher, counselor, friend's parent).

EVALUATION: Ask the student the question, "What should you do if someone is touching you in a way that feels bad? (Go away from that person and tell a trusted adult.)

RESOURCE MAKING HEALTHY CHOICES



RESOURCE MAKING HEALTHY CHOICES



PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Respecting Others

STUDENT OBJECTIVE/OUTCOME: The student will demonstrate positive personal attitudes.

PROCESS/ACTIVITIES: List all students' names on the chalkboard in the order in which the students are seated in the classroom. Tell the students they are to become DETECTIVES--(people who use clues to solve mysteries or to find answers) and solve the puzzle: "Characteristics of which classmate?" Explain that often we overlook unique characteristics in our classmates. Ask students to number from one to ... (the number of students in the classroom) on a sheet of notebook paper. Leave a blank beside each number. Ask those students who wish to have their papers read to volunteer. List these students on the board. As the teacher reads each child's "The Sum of ME" from a previous activity, students guess which classmate these unique qualities describe. Each student writes the name of the classmate described from the list on the board. Go back over the list, but this time disclose the correct student. Ask students to compare their "detective work" with the correct names. Which student correctly identified more of his/her classmates, thus becoming the best "detective?" Discuss: Was it easy or difficult to match the person with the positive qualities? How are you like other classmates? How were you different from your classmates? Encourage students to practice being "detectives" by looking for the positive qualities which make each person special.
VOCABULARY: detective, complimentary, qualities

EVALUATION: State three positive things about a good friend.

2-10

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

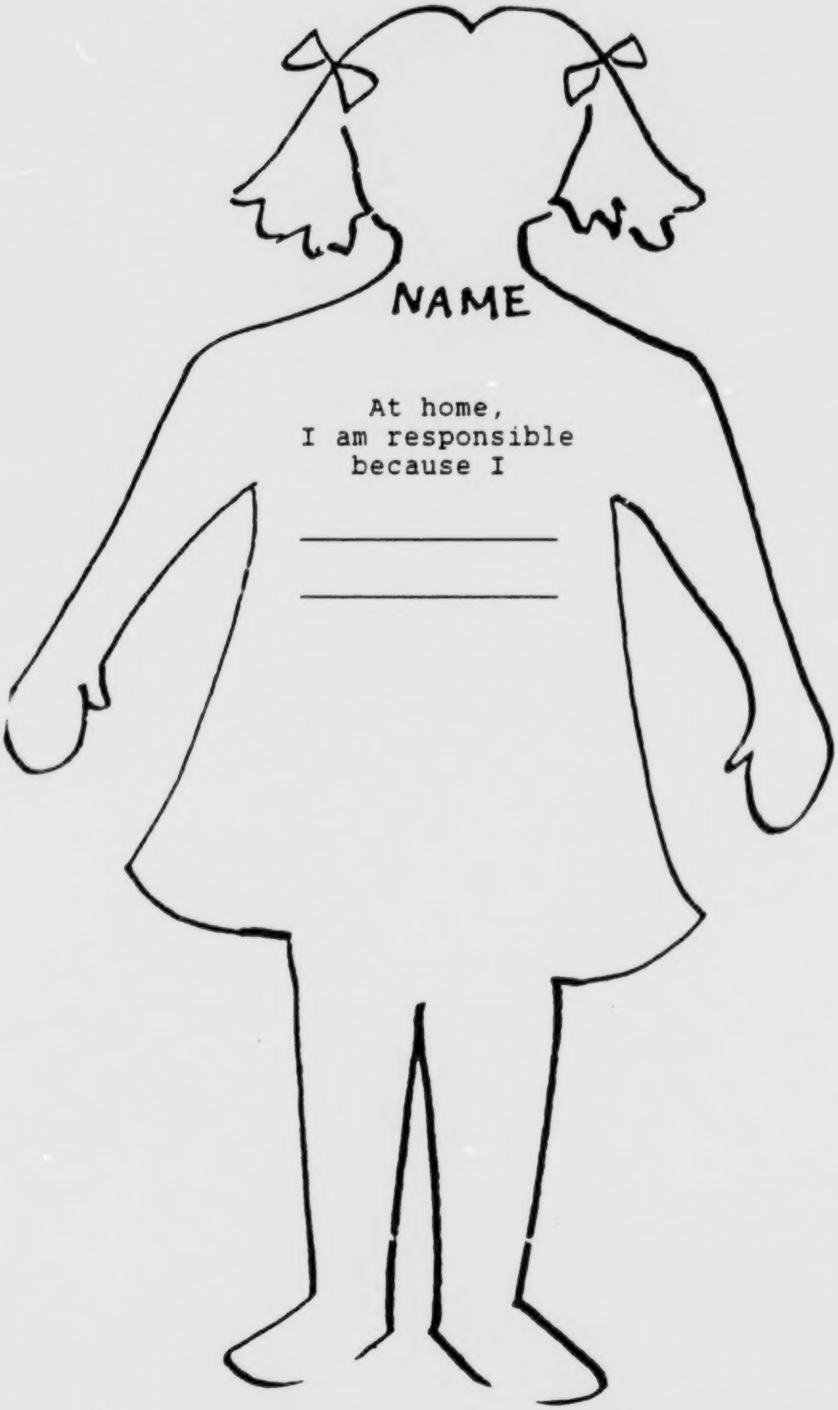
GOAL: Gaining Responsibility

STUDENT OBJECTIVE/OUTCOME: The student will compile a list of individual responsibilities at home and at school.

PROCESS/ACTIVITIES: Write the word responsible on the board. Ask the students to define the word. Explain that when we have rules, we must choose to follow or to break the rules. If we follow the rules, we are responsible. Discuss ways to be responsible at school and at home. Examples: At school: completing assignments, waiting our turn, sitting at our desk, asking permission to use other student's pencil. At home: completing chores, helping family members, putting away own things, taking care of pets. Give each student handouts: "At Home" and "At School." Student is to fill in name, complete the statement, and color. Collect handouts and display under the heading, "Responsible Kids are Great."

EVALUATION: The student will name two individual responsibilities at home and two individual responsibilities at school.

RESOURCE AT HOME



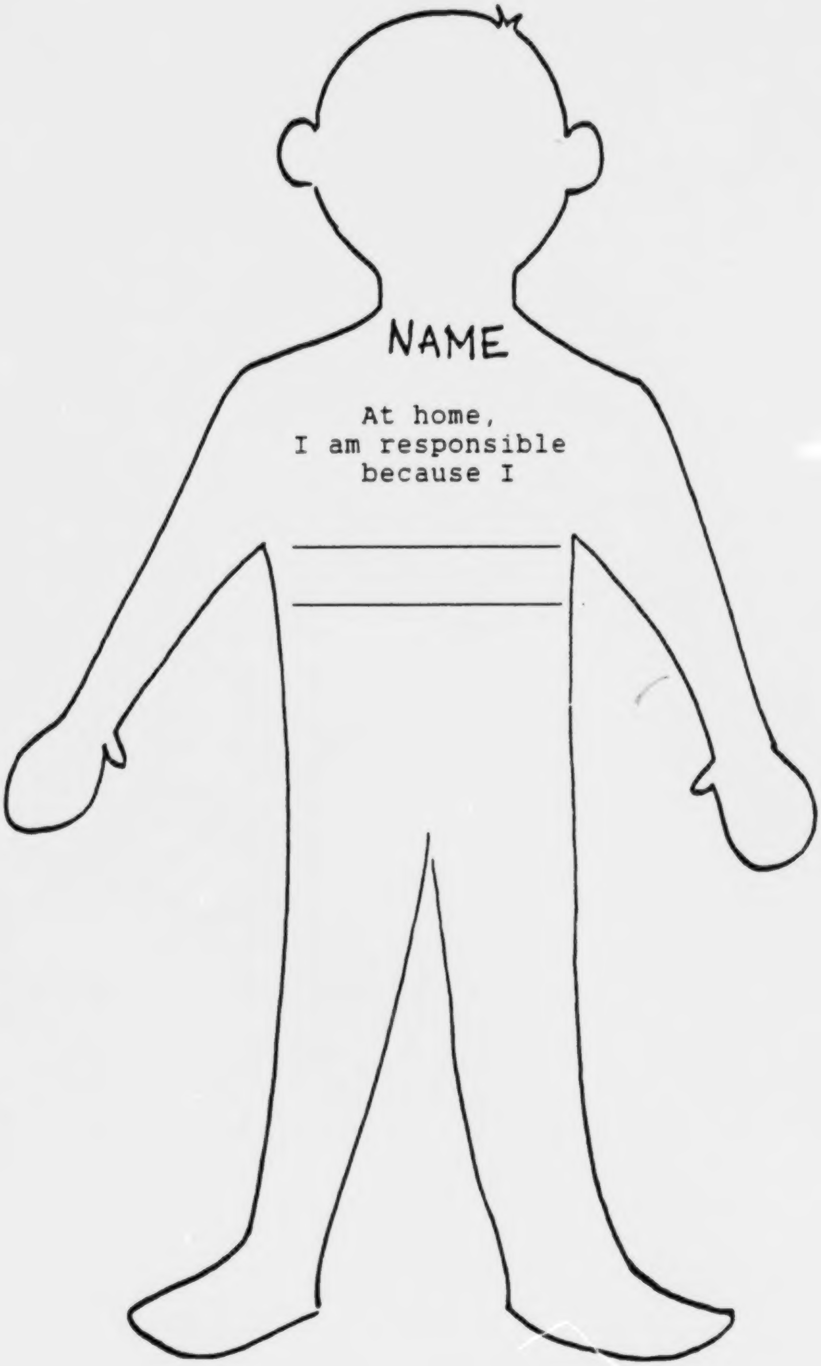
At home,
I am responsible
because I

____

____

RESOURCE

AT HOME



NAME

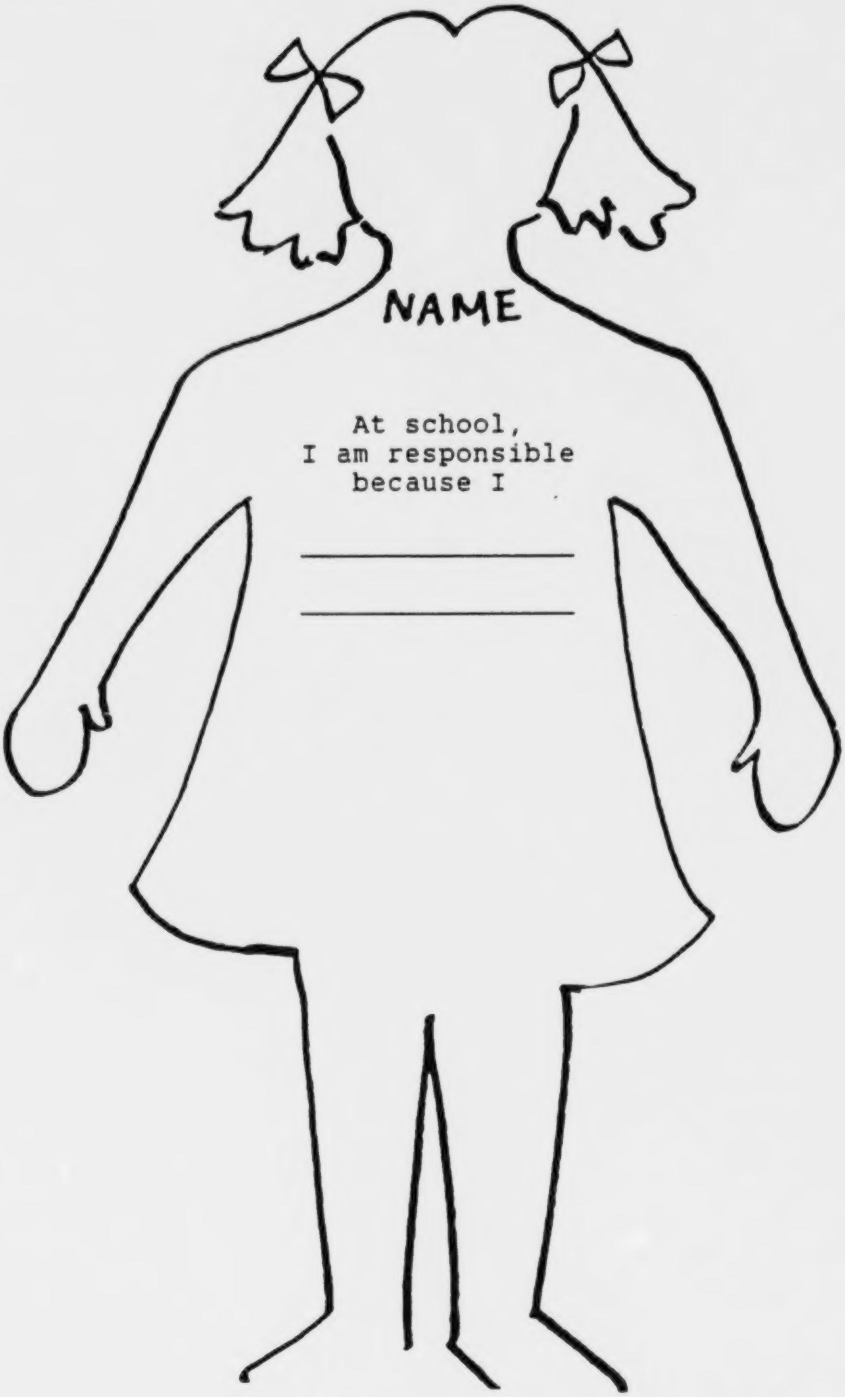
At home,
I am responsible
because I

____

____

RESOURCE

AT SCHOOL



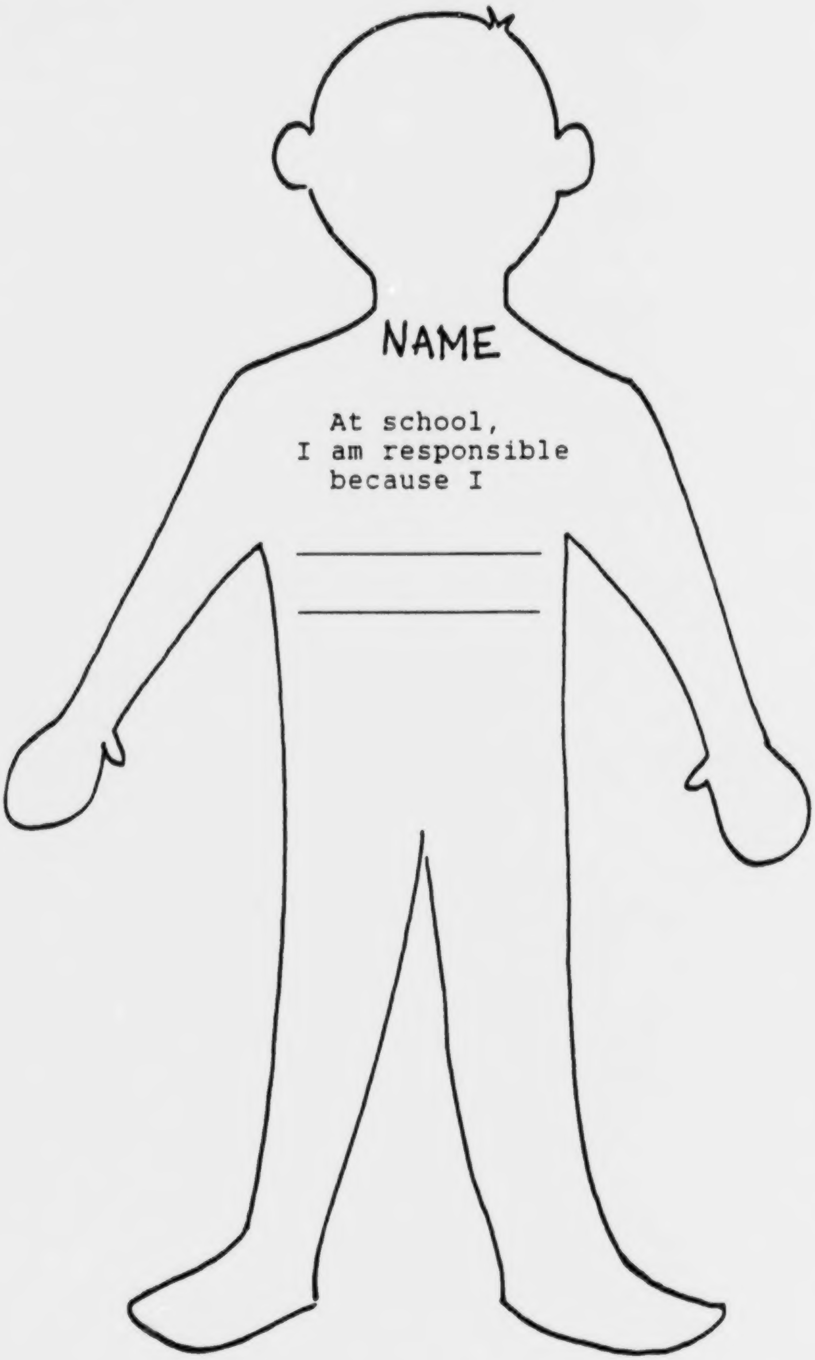
At school,
I am responsible
because I

____

____

RESOURCE

AT SCHOOL


NAME
At school,
I am responsible
because I
____
____

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Relationship Skills

STUDENT OBJECTIVE/OUTCOME: The student will describe the process of making and keeping a friend.

PROCESS/ACTIVITIES: Introduce this activity by asking for a few volunteers to complete this sentence: "A friend is someone who...." You may also want to read aloud Joan Walsh Anglund's book, A FRIEND IS SOMEONE WHO LIKES YOU.
Complete the chart "Get Along Better With Others" and discuss.

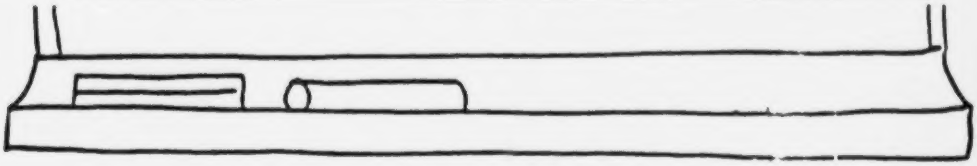
EVALUATION: Counselor observation

2-11

RESOURCE

SOME WAYS TO GET ALONG BETTER WITH OTHERS IN THE CLASSROOM ARE

Some ways to
get along better with others
in the classroom are



PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Relationship Skills

STUDENT OBJECTIVE/OUTCOME: The student will be aware of how interpersonal relationships can influence self esteem.

PROCESS/ACTIVITIES: Using large bold print, write the letters IALAC (pronounce I-ah-lack) on two pieces of paper. Tear the corner off one of the sheets and set it aside. Pick up the intact IALAC sign. Holding this to your chest so that the students can see it, tell them, "Everyone carries an invisible IALAC sign around with them at all times and wherever they go. IALAC stands for I AM LOVEABLE AND CAPABLE. Our self concept, or how we feel about ourselves, is often influenced by our interpersonal relationships. If someone is nasty to us, teases us, puts us down, rejects us or hits us, then a piece of our IALAC sign can be destroyed. (Illustrate this by tearing a corner piece off the sign.) I am going to tell you a story to illustrate how this happens in everyday life. Tell a story about an individual who is the same age they are; pick a name that no one in the class has. Read the story dramatically. Make up a story that represents the experiences of your students or use the story supplied, and filling it in with details appropriate for the group of students in your class. You may wish to allow students to help create the story. As you describe each event that negatively affects the student's IALAC sign, tear off another piece of the sign until at the end you are left with almost nothing. At the end of the exercise, hold up the duplicate sign that has one piece torn off. HOMEWORK: Distribute cards, asking students to write IALAC on them. Ask the students to carry their IALAC cards with them everywhere they go for the next 24 hours, tearing off a piece of the card whenever they receive a put-down; the more negative the put-down, the bigger the piece they tear off. Tell the students it is important to do the assignment because it will be an important part of the next class discussion. Allow 10-15 minutes at the beginning of the next session to discuss students' experiences.

EVALUATION: Feedback at next session

RESOURCE IALAC STORY

Like all of us Sam was born with an IALAC sign. IALAC stands for I AM LOVEABLE AND CAPABLE. (HOLD UP SIGN.) This is a story about one day in Sam's life and how his getting along with people affected his IALAC sign.

Sam is seven years old and in the 2nd grade. Sam loved to play basketball at recess. When it came time for recess everyone ran outside and began choosing up sides. Sam waited to be chosen. He waited and waited until another boy said, "Sam, you're no good. You can't play. You just sit there and keep score." (rip) When recess was over everyone started going in. Some of the other children started teasing Sam saying, "You can't play. You always drop the ball." (rip) Sam hung his head as he walked back to class. Since he wasn't looking where he was going he tripped and fell into a mud hole. All the other children, instead of helping him up, began to laugh. (rip)

On the way home on the bus that day some of the older children started calling him clumsy. (rip) Sam couldn't wait to get home and be around people he felt cared. He tried to tell his sister what had happened to him in school today, but she ignored him and went to her room. (rip)

That night when Sam went to sleep, he thought about everything that happened over the last few days. When he thought about his day at school he was still disappointed but realized he could use some practice in basketball. He decided that he would practice harder and try to improve his skills so that he would be chosen to be on a team. He thought about falling in the mud hole and figured probably it was pretty funny to look at.

By the time he woke up his IALAC sign had grown stronger again. (Hold up sign with one piece torn off.) But there was still one small piece missing...maybe forever.

Discussion Points: Why are some people hurt more easily than others? How can a person actively attempt to improve his or her self image?

2-13

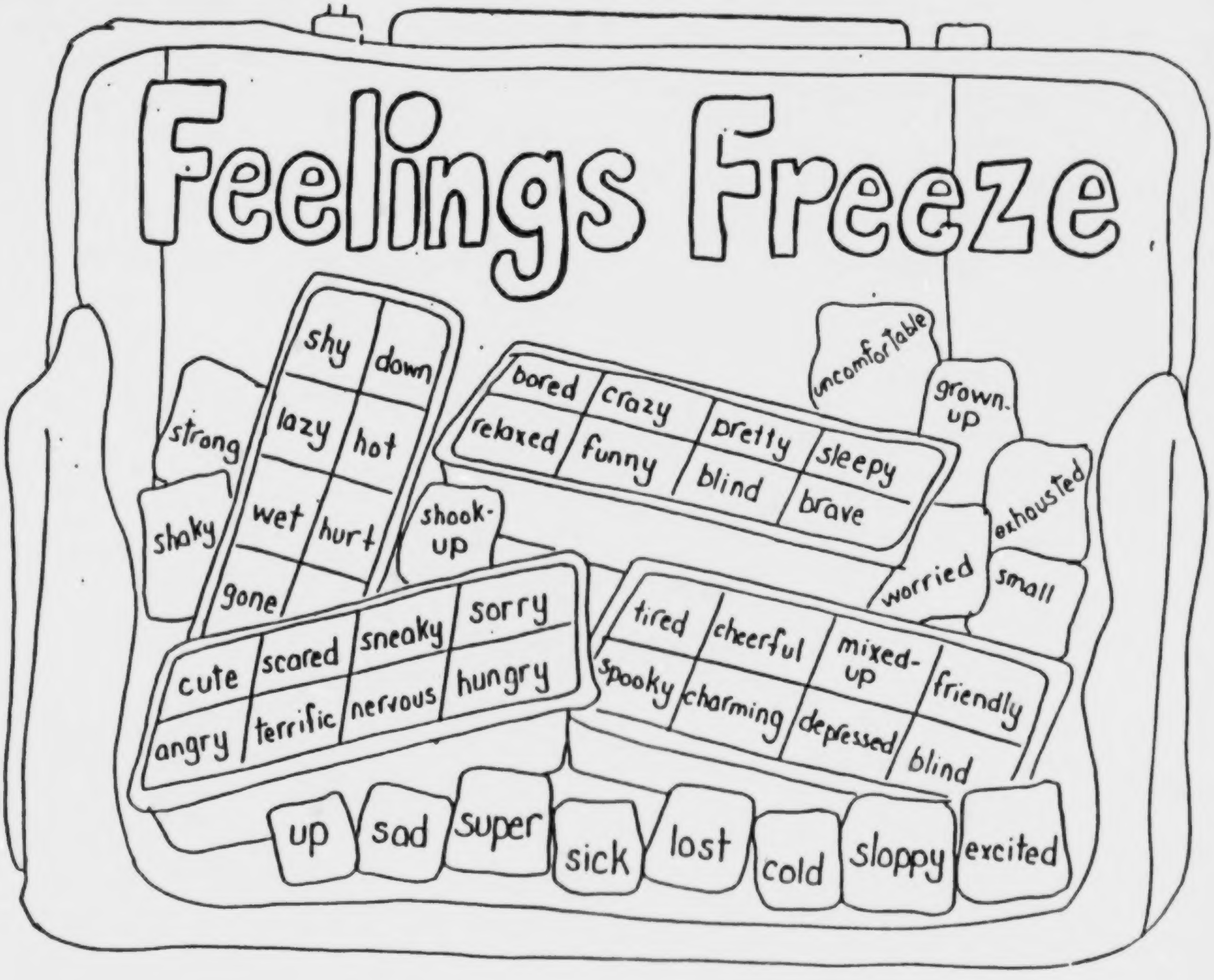
PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Relationship Skills

STUDENT OBJECTIVE/OUTCOME: The student will share feelings and understand that this ability is important to making and keeping friends.

PROCESS/ACTIVITIES: Each student needs a copy of the "Feelings Freeze" worksheet. The counselor will call out a feeling and each student will put his/her finger on that feeling. The counselor will tell the students, "I want you to feel...." Students have 10 seconds to express this feeling, and then are told to freeze until another feeling is chosen. The counselor will want to be sure that the students understand all the feelings listed. The counselor points out that friends will share their feelings with each other.

EVALUATION: Group feedback


Feelings Freeze
shy
down
lazy
hot
wet
hurt
gone
strong
shaky
shook-up
bored
crazy
pretty
sleepy
relaxed
funny
blind
brave
uncomfortable
grown-up
exhausted
worried
small
cute
scared
sneaky
sorry
angry
terrific
nervous
hungry
tired
cheerful
mixed-up
friendly
spooky
charming
depressed
blind
up
sad
super
sick
lost
cold
sloppy
excited

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Resolving Conflicts

STUDENT OBJECTIVE/OUTCOME: The student will describe why listening is important in helping get along with others.

PROCESS/ACTIVITIES: Ask the students what happens when people don't listen to others. Some possible responses include: (a) The ignored person feels unimportant. (2) The person spoken to gives the wrong answer. (3) You can get in trouble with your teacher or parent. Explain that listening to others helps understanding and shows respect.
MATERIALS: Picture or model of a large ear.

EVALUATION: Ask the student to complete the following statement, "Listening helps me to ....." Try to elicit the response, "Listening helps me to understand my friends, family, brothers, and sisters."

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Resolving Conflict

STUDENT OBJECTIVE/OUTCOME: The student will express feelings using "I" messages.

PROCESS/ACTIVITIES: This technique may be repeated frequently, varying the subjects discussed. Do not use more than three or four of the sample sentences in any one session. Form a circle for discussion, if possible including no more than ten to fifteen children. (This may be done in reading groups or alternating groups while other children do independent written work.) It is possible to work with the entire class, but children remain more attentive when their turns to contribute come more frequently. Introduce the lesson by explaining that when people speak about their feelings, they communicate more clearly when they say "I feel..." Explain that in the discussion circle the counselor will start a sentence and anyone who wishes may complete it. Model the first sentence and others as needed. Encourage each student to participate in turn, but accept a child's desire to "pass" or to repeat something that has already been said. Sample Sentences (To be used on several occasions:) (1) When someone says hello to me, I feel .... (2) When people ask me to play with them, I feel .... (3) When there is a scary movie on TV, I feel .... (4) When someone smiles at me, I feel .... (5) When I can share with someone, I feel .... (6) When someone shares with me, I feel .... (7) When I get a star on my work, I feel .... (8) When someone hits me, I feel .... (9) When I get in trouble, I feel .... (10) When someone likes me, I feel .... Gradually fade the cue "I feel" from sentences, but help students use "I feel" in their responses. (11) When I make a mistake, ... (12) When I get new clothes, ... (13) When I spill something on new clothes, ... (14) When no one will let me play, ... (5) When there's a new person in our class, ... (16) When I'm the new person in our class, ... (17) When I get lost, ... (18) When I say "hello" to someone and he/she doesn't answer me .... (19) When someone takes my things without asking me, ... (2) When I get dressed up to go someplace special, ...(From GAMES CHILDREN SHOULD PLAY. 1980, Mary K. Cihak and Barbara J. Heron, and Goodyear Publishing Co., Inc.)

EVALUATION: The student will complete sentences appropriately.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Resolving Conflicts

STUDENT OBJECTIVE/OUTCOME: The student will recognize feelings and express ownership of feelings and thoughts using the word "I" in statements.

PROCESS/ACTIVITIES: Review the preceding lesson by stressing the need for each person to take responsibility for his/her own feelings and opinions. Read one of the quotations which follows, then ask, "How does this person feel?" After the students name some possible feelings, ask, each student to pretend he/she is this person and describe how he/she feels. Start the sentence with the word 'I'. The Quotations: I watched a very scary movie last night. Mrs. Souza is a nice teacher. She picked me to be first in line. Mother let me go shopping with her Saturday. My class went on a field trip. I didn't get chosen to be in the game. I fell down and hurt myself. Joe's mom is so mean. She won't let him play with me today! This dumb jacket...the zipper is always getting stuck. These are ugly shoes. The shoe laces always come untied. You always get to be first in line. (From GAMES CHILDREN SHOULD PLAY. 1980 , Mary K. Cahak and Barbara J. Heron, and Goodyear Publishing Co., Inc.

EVALUATION: Student's ability to express feelings appropriate to the situation.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Effective Decisions

STUDENT OBJECTIVE/OUTCOME: The student will discuss situations where help might be needed from others in making choices or solving problems.

PROCESS/ACTIVITIES: Discuss "problems" with the student. Everyone has problems; some are big, some are small. Ask the student to think about a time he/she had a big problem which could not be solved without help. Ask him/her to think about someone to ask for help. Why did he/she ask for help from that person? Discuss some reasons, including needed more information or ideas, lacked the needed physical strength, and lacked the experience. Ask him/her to think of and name other persons that also would have been able to help with the problems. Discuss how it felt to be able to ask someone else (doctor, teacher, peers, counselor) for help when faced with a problem. Ask the student to think about a time in the future when he/she might need help from someone. Discuss what situations may arise when help may be needed.

EVALUATION: The student should describe two reasons he/she might need help with problems; name two persons who might help with different problems; describe a past situation when he/she received help and how it affected him/her; and predict a situation in the future when help might be needed.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Effective Decisions

STUDENT OBJECTIVE/OUTCOME: The student will identify things in his/her life that he/she wishes could be changed, but cannot be changed and why he/she has no choice in these matters

PROCESS/ACTIVITIES: Discuss things children cannot change or have little control over changing. These include: a) school requirements, (b) separation/divorce of parent, (c) where they live, (d) basic responsibilities, (e) financial situation of the family, (f) sibling arrangement, (g) single parent's choice of a new parent, (h) parental substance abuse problem, (i) physical features, coloring, shortcomings, (j) death/significant loss. The student will make a list of things he/she cannot change (weather, teacher, school, etc.) that upsets him/her. Write on the board: NO CHOICE SOME CHOICE COMPLETE CHOICE. The student will list choices under each heading and discuss why he/she does or does not have the ability to choose.

EVALUATION: The student will list five things he/she cannot change that upsets him/her.

2-19

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Effective Decisions

STUDENT OBJECTIVE/OUTCOME: The student will show an understanding of the importance of rules, sharing, and taking turns.

PROCESS/ACTIVITIES: Ask the students, "What is a RULE? Why do we have them? Does everyone have to follow rules?" Give examples. Discuss that some rules differ for different people and in different situations. For example, discuss rules for parents, teachers, driving, school, the movies, shopping, friendship, store clerks, attending church, police, the playground, attending a football game. Discuss what might happen if there were no rules. What would school be like? Would having no rules be fun? In what ways? Emphasize that rules (a) help and protect us, (b) give us guidelines on how to act appropriately, (c) can change for different situations. Read the story, "The Land of Glisten." Ask students to name rules that would be most important for the Land of Glisten. List these on the board. For each rule listed, ask, "What is the purpose of this rule? What would Glisten be with this rule? Without it?" Decide upon 4-6 "Golden Rules of Glisten." Draw a large picture of a scroll and print these rules decided upon by class consensus within the scroll. Let students sign their names at the bottom of the scroll. Display in the classroom.

EVALUATION: Name one rule we follow at home, at school, and in the community. Tell why it is important to follow the rule named.

RESOURCE

THE LAND OF GLISTEN

Beyond today, tomorrow, and yesterday lies a magnificent land where things real and magical can be found. The Land of Glisten is such a place. Dreams can be dreamed and life can be lived.

It truly was a beautiful land covered with an emerald carpet of grass and a kaleidoscope of blossoms and tall shimmering trees. The sun, always pleased with the creatures of the isle, showered its golden rays from early morn until it set and rested for the night.

In the Land of Glisten lived the king of creatures seen when eyes are shut tight and imagination is soaring. Great dragons, sunning themselves in the warm light, lay scattered along the banks of the streams and ponds. Flying horses with wings soared gracefully above the trees. Gentle unicorns grazed lazily throughout the grassland.

A castle nestled in the woods in one far corner of the land. Glen Castle was not large, just the right size to be a very nice home for the keeper of the land. Warwick the Wizard, who took care of the land and creatures in the Land of Glisten, lived in the castle. He was a very wise and kind wizard. Warwick loved to gather all those who lived in the land and sing ballads of happenings from long ago.

Not far from Glen Castle lived the most happy and playful of all creatures, Gwinney the Unicorn. When Gwinney wasn't resting under the cool shade of the willow trees, she was trotting from hill to dale visiting her wonderful friends.

One of her favorite friends was Go-forth, the Flying Dragon. He was an excitable young dragon who loved to fly throughout the Land of Glisten. Go-forth and Gwinney could be found together quite often, with the dragon flying high up in the blue sky while the unicorn galloped underneath him.

Just over the hill from Glen Castle was the village of the selves. Selves were small gnome-like creatures who spent their days tending the gardens and collecting food for all those who lived in the Land. The selves were very old and seemed to live in the Land of Glisten for as long as anyone could remember.

Proud Perth was perhaps the wisest of the selves. She felt very good about all that she knew and was very proud of herself. But sometimes Perth acted too proud and spent a lot of her time telling everyone about the wonderful things she knew.

Sad Sully was one very sad self. She went from morning to evening finding things to be sad about. The other selves, especially Happy Henley and Glad Glynn, tried so hard to make her happy. Henley and Glynn were just the opposite of Sully. They were excited about everything that happened each day--the sun rising, the birds singing, and the flowers blooming their rainbow colors.

Lonely Lanon was perhaps the most unhappy of all the selves. He spent much of his time alone, feeling very sorry for himself. He felt as if no one wanted to be his friend. Shy Shelby also felt as though he had no friends. He felt too bashful to be around the other selves.

Perhaps the most miserable of all selves was Mad Morley. Nothing seemed to please him. He ranted and raved about such things as the sun rising and the birds singing. Morley yelled at the sun for being much too bright and at the birds for disturbing his rest.

Yes, the Land of Glisten was a fascinating place. So many different kinds of creatures lived there. Some were as short as selves; while others were as tall as a wizard. Some flew, like the dragons and birds; while others trotted and jumped like unicorns and horses. Some seemed so happy and excited to be alive. And some never were quite happy enough.

But everyone, even though very different, lived in the Land of Glisten for a very, very long time. Deep down inside, each who lived there liked it very much. And if you asked each of them--an angry or lonely self, a flying or galloping creature, or a very wise wizard--how it was living in the Land of Glisten, he or she would look deeply into your eyes and give you a very loving smile.

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Applying Effective Study Skills

STUDENT OBJECTIVE/OUTCOME: The student will recognize some benefits of learning.

PROCESS/ACTIVITIES: Ask each student to tell why learning is important or necessary. Try to obtain a variety of responses. When I learn better, I can...(a) finish my work faster, (b) read more interesting stories, (c) make my parents proud, (d) know that I am growing mentally as well as physically, (e) prepare to have the career of my choice, (f) know how to do more, (g) be given more responsibility, and (h) help others.

EVALUATION: Ask each student to tell one thing he/she has learned this year at home, at school or elsewhere and why that skill or knowledge is important.

2-21

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Setting Goals

STUDENT OBJECTIVE/OUTCOME: The student will describe a goal as something you plan for, something you want to do.

PROCESS/ACTIVITIES: Tell a simple story about a student who sets a goal. For example, John wants to save one dollar to buy a card for his mother. If he saves 25 cents a day for four weeks, will he reach his goal? Draw coins on the board to illustrate. Talk about other goals that people may have, for example, making a certain grade in school, learning to ride a bike, memorizing a piece for the piano, learning all the spelling words, learning number facts.

EVALUATION: Have each student draw a picture to show a personal goal.

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Learning Effectively

STUDENT OBJECTIVE/OUTCOME: The student will describe types of situations that make learning difficult for him/her.

PROCESS/ACTIVITIES: Discuss with the students how they learn best: (a) in small or large groups (b) in quiet or noisy places (c) by listening to the teacher or by seeing the words, (d) by watching someone else or by doing something themselves, (e) when they are happy or when they are sad.

EVALUATION: The student will complete sentences, "I learn best when..." and "I do not learn well when...."

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Gaining Test Taking Skills

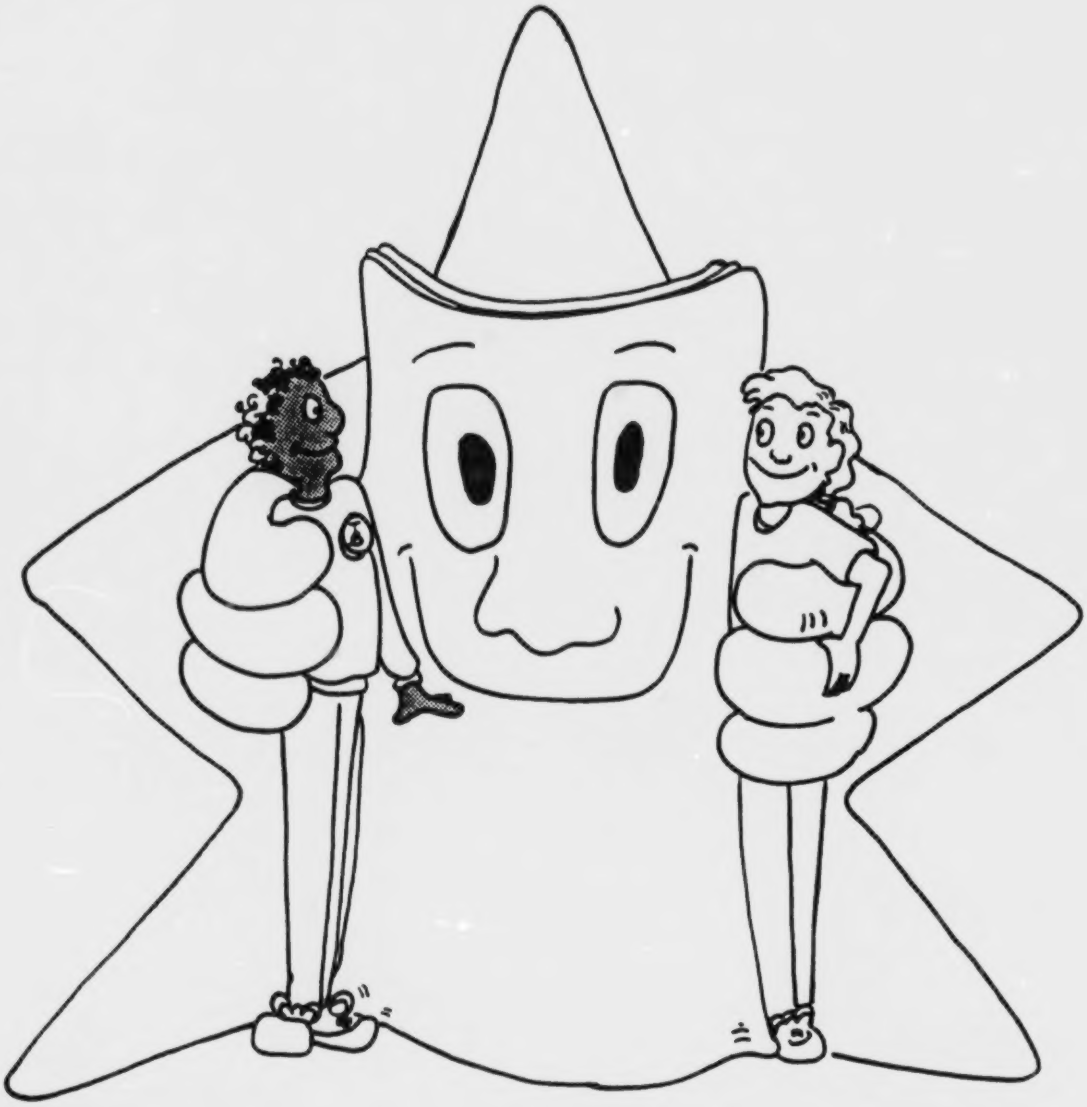
STUDENT OBJECTIVE/OUTCOME: The student will describe some purposes for taking tests.

PROCESS/ACTIVITIES: Remind the student that a test is to help the student and the teacher know whether the student is reaching his/her learning goals. Try to develop positive attitudes toward tests and test taking by emphasizing the use of a test to tell what skills have not been mastered.. Tell the student that he/she will do better on tests if he/she listens carefully in class, practices skills, and follows directions. Have the students complete "The Test Can Be Your Friend" form and take home to their parents/guardians.

EVALUATION: Ask the student to finish this sentence, "When I am about to take a test, I feel...(excited, sure I'll do well, scared, happy, sad). Stress the positive responses.

RESOURCE THE TEST CAN BE YOUR FRIEND

Soon you will take a big test. This test will show your teacher how to help you to do better in school. The test can be your friend. Color this picture of the test that is a friend to the two students.



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CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Forming a Career Identity

STUDENT OBJECTIVE/OUTCOME: The student will identify workers in the school and understand the interdependence of their jobs.

PROCESS/ACTIVITIES: The student will tour the school and interview workers. Have workers explain their jobs. Play "What if...the teacher didn't come to school, or the cafeteria worker quit." What would happen if there were no custodians?

EVALUATION: Student will name one job in the school that interested him/her and explain why.

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Forming a Career Identity

STUDENT OBJECTIVE/OUTCOME: The student will share information on a career in the school environment.

PROCESS/ACTIVITIES: Have the student select an occupation in the school about which to find information. Make a puppet to represent the occupation. Present career information with a brief puppet presentation. **MATERIALS:** Books with career information, paper bags, construction paper, odds and ends to decorate puppets.

EVALUATION: Observation, discussion

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Planning for the Future

STUDENT OBJECTIVE/OUTCOME: The student will make a life time line, think about planning for the future, and state a future career goal.

PROCESS/ACTIVITIES: Give each student a piece of paper with the following statements to be completed: I was born on .... I began kindergarten when I was .... Today I am in grade .... I will enter junior high in .... years. When I begin junior high school, I will be .... years old. I hope to go to ... high School. When I leave high school, I would like to .... Have each student illustrate the above through a LIFE TIME LINE. The student can make his/her TIME LINES on a long sheet of paper and illustrate ages with pictures or drawings.

EVALUATION: Student participation and teacher observation.

2-27

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Combating Career Stereotyping

STUDENT OBJECTIVE/OUTCOME: The student will recognize that tools are used by workers in various occupations and will identify tools used by different workers.

PROCESS/ACTIVITIES: The student will explore the relationship of work, workers, and tools and show that having the right tools makes work easier. Discuss and list tools used by students, by school workers, and by other workers. Demonstrate different tools and have students identify some occupations which use them. Example: screwdriver, stapler, ruler, dictionary, typewriter, scissors, computers, microscpes, etc.

EVALUATION: Student will match various tools with the appropriate occupations.

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Combating Career Stereotyping

STUDENT OBJECTIVE/OUTCOME: The student will define work as what you do to make something or help somebody or learn something and will identify parents' jobs outside of the home.

PROCESS/ACTIVITIES: Have the student interview parents about their jobs. Have parents as guest speakers. Each student will state one activity a parent does at work. Selecting from job titles provided by the counselor, the student will collect pictures of people at work.

EVALUATION: Student will share his/her pictures and each student will state one activity a parent does at work.

CAREER DEVELOPMENT: Learning to Make A Living

GOAL: Analyzing Skills and Interests

STUDENT OBJECTIVE/OUTCOME: The student will discuss three things that are important to him/her and recognize similarities and differences with the choices of other people.

PROCESS/ACTIVITIES: Distribute copies of the cut sheet resource page. Tell the students to pretend they can have anything in the world they want, ANYTHING! Tell them to draw and color one thing in each box. When they finish, they are to cut out the three boxes. The students will then place them in RANK ORDER: first choice on top, second choice in the middle, and third choice on the bottom. The students may change their minds and rearrange the order. The rank order should reflect their personal choices. Arrange the students in groups of five or six. They will take turns telling their first choices and why they put them first. Then tell the students that when something is their first choice, that means they value this thing more than the other. Have each student point out differences between his/her choices and those of two other persons such as a parent or grown up friend.

EVALUATION: The student should describe three things that are important, identify two persons who are close to the student and tell one thing that is important to each person. The student should describe one thing that is important to him/her but not to the persons named above.

RESOURCE

MY THREE WISHES

WRITE ONE WISH IN EACH BOX.

CUT ON -------------

RESOURCE MY THREE WISHES

- -

MY FIRST CHOICE PASTE IT HERE

- -

MY SECOND CHOICE PASTE IT HERE

- -

MY THIRD CHOICE PASTE IT HERE

GRADE THREE

3-1

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Gaining Self Awareness

STUDENT OBJECTIVE/OUTCOME: The student will gain understanding of self and use the understanding for change.

PROCESS/ACTIVITIES: Discuss the meaning of self-discovery. Explain how understanding of one's self can affect actions. Complete the self-discovery activity sheet. Ask the student to star one area and tell how he/she would use this material to introduce himself/herself. **MATERIAL:** Activity sheet

EVALUATION: Group feedback and observation

RESOURCE SELF-DISCOVERY

WHO I AM

A person can be described in terms of:

1. Appearance (for example: slim, tall, brown-eyed)
2. Personality (for example: friendly, generous, shy)
3. Abilities (for example: good at sports, musically talented, good in math)
4. Interests (for example: enjoys outdoor activities, likes to read)

How would you describe yourself? Under the heading "What I Am Like Now," list some terms that you think describe you as you are today. Would you like to be different in some ways? Under the heading "If I Could Be Different," list the characteristics you think you would like to have.

WHAT I AM LIKE NOW	IF I COULD BE DIFFERENT
1. APPEARANCE	1. APPEARANCE
____________________	____________________
____________________	____________________
2. PERSONALITY	2. PERSONALITY
____________________	____________________
____________________	____________________
3. ABILITIES	3. ABILITIES
____________________	____________________
____________________	____________________
4. INTERESTS	4. INTERESTS
____________________	____________________
____________________	____________________

3-2

PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Positive Attitudes

STUDENT OBJECTIVE/OUTCOME: The student will develop and incorporate an understanding of how he/she is able to effectively manage himself/herself and the environment by illustrating new skills which have been developed.

PROCESS/ACTIVITIES: Tell the students that they are all growing and developing physically. They are also growing in other areas--socially, emotionally and mentally. Explain the meaning of these words. Post a mural paper captioned: WE ARE GROWING--PHYSICALLY, SOCIALLY, EMOTIONALLY, MENTALLY. Give each student 4 strips of paper. Have each student write or draw a picture of some new thing he/she can do or control that shows growth in each of the four categories and sign his/her name. Students will paste their strips of paper under each heading on the mural paper. They could work in pairs if necessary. MATERIAL: app. 6' of butcher paper, paper and crayons or pencils, paste

EVALUATION: Counselor observation and completed activity assignment

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Healthy Choices

STUDENT OBJECTIVE/OUTCOME: The student will tell how he/she reacts to stress.

PROCESS/ACTIVITIES: Read "How People Act As A Result of Stress," the attached information sheet and discuss it with the students. Have the students complete the "Feeling Stress" activity sheet.

EVALUATION: Counselor observation and completed activity sheet

RESOURCE HOW PEOPLE ACT AS A RESULT OF STRESS

DIRECTIONS: Read the following information. Be prepared to discuss it with your class. All of us have wants and needs. We also have a conscience that tries to prevent us from doing whatever we want, whenever we want if it would *impinge* on, or interfere with, other people. We know it would not be right to force our wishes on other people. We do, however, still have our needs and may suffer anxiety and stress over them. We may *respond,* or react, to these desires in different ways.

Some people ignore their conscience and act exactly the way they feel like acting, even when it may hurt others. They may act in an inconsiderate, mean, selfish, and even criminal manner. These people just cannot handle the stress of their conscience acting, and so they have learned to ignore it. They may suffer in the end, though, if their conscience starts getting control again, and they can certainly suffer when they are stopped by others (including the police) from acting as they wish. They also lose out in that others often dislike them and they don't get the support and love of others.

At the other extreme are those people who get anxious about their desires and try not to admit that they are there. They become totally ruled by their conscience. These people will never do anything that may be thought of as "bad." They will *go overboard* in trying to do the right thing. They get to school and work early, stay late, won't curse, won't drink, and won't do anything "bad." They will also look down on anyone else who does these things. The problem for these people is that they have the same desires as other people, but are always fighting their conscience. They may be disliked by others for trying to be so good, and may also miss out on many of the fun things in life because they label many things as "bad" that are not really harmful.

Another way that people react can be seen in the rebel. The rebel is so anxious about his or her freedom that he or she breaks rules just for the sake of breaking them, rather than deciding which ones he or she should break. Rules, then, rule a rebel's life, too, but in the opposite way.

Do you know anyone who fits any of these descriptions?

People also get anxious over having to make decisions. There are three ways that people may show this in an unhealthy way. The first is when someone is always trying to be an *optimist.* This person says that things will turn out all right. It is good to have a positive attitude, but if you act this way in every situation and don't do the things necessary to solve the situations, it can be a problem. This type of person may rush things, and just hope they will work out, but may not do the things necessary to try to ensure that they do work out. He or she may say, "It will all work out" and then trust that luck will get him or her through things when it really takes hard work and planning. The optimist just wants to get things over with and reduce his or her anxiety, even though mistakes may be made.

The opposite of the optimist is the *pessimist.* This person always expects the worst and believes that things will not work out. He or she says that it doesn't matter what you do, bad luck will get you somehow. The pessimist is also anxious about decisions and likes to avoid them. One *tactic* that the pessimist may use to avoid making a decision is saying that he or she needs all the facts, even if they are not available. The pessimist may make fewer mistakes because he or she

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doesn't rush into a decision, but he or she also misses out on many good opportunities by being *too* cautious.

There is a third reaction to the stress of making decisions. We can call these people "put-offs." This reaction is called procrastination, or taking your time about doing something and putting it off for some time later. This person suffers stress both from making a decision and trying to avoid it. The "put-off" says, "I'll get to it tomorrow" or "I'll do it soon." This person will even avoid thinking about the decision. This is a real problem, though, since the procrastinator usually gives him- or herself even more stress. This person still has the decision to make but now he or she worries about it longer.

There are a few more important things to be said about decisions. Many people give themselves much more stress over a decision than it really deserves. They can put it off and worry for an even longer time. They then have the stress as they are making the decision and also while they are doing what they decided to do. Then they give themselves stress for a third time over the same decision (and it may have been only an unimportant decision) after they have made it and they start to worry about the results and whether it was the correct decision. So they can have stress before, during, and after the decision.

This brings us to another important point. Many people suffer a great deal of stress by using *hindsight*, or looking back at a decision that they have made. It may not have worked out perfectly, so they begin to think that they have made a bad decision. They put themselves down for making a bad decision and worry about how things didn't turn out well. This is a foolish way to act. *If* they made that decision after looking at all the facts that were available, weighing the *pros and cons* and deciding that this was the best decision, then it was a good decision. This is true even if things turned out badly. It was still the best decision at the time and knowing what was known. Nobody can see the future. Things happen that we couldn't have figured on. All of the facts are not always available. Instead of saying "I am a bad person for making this decision" or sitting around worrying about how badly things turned out, the person should just decide what he or she can do (make another decision) to make the situation better and then go ahead and do it. REMEMBER: If you made an intelligent decision based on the facts, it was a good decision *at the time*, even if it turned out badly. Then just go ahead and straighten things out.

RESOURCE HOW PEOPLE ACT AS A RESULT OF STRESS

People do still other things when they get anxious. Some people *withdraw*, or pull away, from others. They become *loners* and stay to themselves. Other people choose *scapegoats;* they find someone or something to take frustrations out on. Being a bully is an example of this kind of behavior. Some people are afraid to have any problems with people so they become "Mr. (or Ms.) Wonderful." They never argue or do anything to have problems with other people, even when they may want to and think they are right! The "tough guy (or girl)" does the opposite. This person is anxious about things, too, but has decided to always act tough so it looks like he or she is never anxious and is in control. This person won't ever give in to his or her feelings and act the way he or she might like to.

Some people become *conformists*. They decide to just go along with everyone else. That way, they never have to make big decisions about what they really want or what they like. They let everyone else decide how they should dress and act. They will have problems both in relating to others (since they don't let themselves be themselves), and in being alone (because they then have to make their own decisions). Other people are anxious over how they feel about themselves or over being with people, so they may become real "go-getters" or "workaholics" or "brown-noses." They may come to school or work early, always ask if they can help and do more and try to butter up the teacher or boss. They usually spend all their time and energy on school work or at work. They are usually anxious about being with people or anxious in general. They also may have a need to prove themselves or to compensate (make up for) for something about which they are insecure (such as a very short person who tries to be tough). They may do well in school or work when they act this way, but they may not be liked by other people and others may not talk to them. They may then suffer from loneliness and be unhappy. They are also so buried in their work that they miss out on many of the other enjoyable things that life has to offer, such as friends, social life, and play-time activities.

A real problem may arise when people turn to alcohol, drugs, or cigarettes to try to deal with anxiety. They aren't solving any of the problems and will feel just as bad about them when the effects of the alcohol or drugs wear off. They then need to get high again and try to "forget" again. New problems can be created by the alcohol and drugs as well, while the old problems remain.

*Coping by Gerald Herzfeld, Ph.D. and Robin Powell, Ph.D.
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RESOURCE

FEELING STRESS

Stress can cause a wide range of feelings. Situations which might cause only mild embarrassment to one person could trigger real anger in another. Analyze your probable feelings in the situations given below. You might respond with more than one feeling to a situation.

FEELING

a. embarrassment
b. anger
c. frustration
d. nervousness
e. loneliness
f. impatience
g. boredom
h. overwhelmed
i. guilt

SITUATION

_____you have just moved into a new neighborhood

_____you are going to speak in front of the entire class

_____you have little time in which to complete three lengthy homework assignments

_____you have broken your Mom's favorite antique and are unsure what to do next

_____your friends have made fun of how you look

_____a friend needs help and you are unwilling to assist at this time

_____a friend is late for school and you are going to miss the bus if she/he does not come soon

_____your parent will not let you go to the party to which everyone else is going

_____your friends are busy this weekend and you are left at home by yourself with nothing to do

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Healthy Choices

STUDENT OBJECTIVE/OUTCOME: The student will see that stress can be caused by a variety of situations and that there are ways to cope with feelings other than using drugs.

PROCESS/ACTIVITIES: Discuss how feelings may influence people to take drugs. Stress that there are other alternatives or things one can do to feel better other than taking drugs to cope with feelings. Distribute the handout. Explain that the feelings experienced in each of the situations are the kinds of feelings that lead some people to use drugs. However, there are other ways of coping with these feelings in each situation. Have the children list alternatives (excluding drug use) for handling each situation. Share these with the class. (From MISSISSIPPI SUBSTANCE ABUSE PREVENTION CURRICULUM 3:C-1)

EVALUATION: List three other alternatives or things one can do to feel better other than taking drugs to cope with feelings.

RESOURCE COPING WITH FEELINGS

Read each item and identify what the person is feeling. Then tell how that person might deal with the situation.

1. Mary is bored. It's been raining all day and she hasn't been able to go outside.

2. Steve's good friend, Beth, has gone to visit her grandmother for the summer. He misses her very much and is very lonely.

3. Karen feels very left out. She just moved to a new neighborhood and she doesn't know anyone.

4. Sara is upset. Her friends are going to the park but her mother won't let her go until she cleans her room.

5. Bob is very confused. He just found out that his father and mother are getting a divorce.

6. John just can't seem to do anything right. His friend is angry with him; he didn't make the baseball team; and he got a D in social studies. He feels like a failure.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Healthy Choices

STUDENT OBJECTIVE/OUTCOME: The student will define the term drug as any substance which, when taken, changes the functioning of the mind or body.

PROCESS/ACTIVITES: Write the word drug on the board. Define as any substance that, when taken, changes the functioning of the mind or body. Examples: (a) controlled substances - heroin, marijuana, etc. (b) unrecognized drugs - alcohol, caffeine, nicotine, (c) over the counter drugs, (d) prescription drugs, (e) special class of substances which are used as drugs (paint, glue, gasoline), but were developed for other uses. Emphasize that alcohol, nicotine, and caffeine are drugs even though they are "socially accepted." Tell the students that they are going to learn how drugs affect the body. Discuss how different drugs affect us in different ways, but all drugs change how our bodies work. Examples: (a) caffeine - speed up, (b) alcohol - slow down, (c) aspirin - reduce pain. Invite a pharmacist to visit the class and talk about safe and unsafe medicine practices. Encourage children to think of questions to ask. Distribute the handout. Have the students label each item as prescription, non-prescription, or both. Discuss the students' responses to each item. (From the MISSISSIPPI SUBSTANCE ABUSE PREVENTION CURRICULUM, 3:A-1)

EVALUATION: Define the term "drug" and tell some possible effects drugs have on the body.

RESOURCE PRESCRIPTION AND NON-PRESCRIPTION DRUGS

Place a check under the right column.

	PRESCRIPTION DRUGS	NON PRESCRIPTION DRUGS	BOTH
1. Should be stored away from children			
2. Can only be purchased from a licensed pharmacist.			
3. Should only be taken when you are sick.			
4. Can be harmful if taken incorrectly.			
5. Must have a prescription from a doctor to buy.			
6. Should only be taken if dispensed by a responsible adult.			
7. Can be bought at other stores as well as drug stores.			

3-6

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Healthy Choices

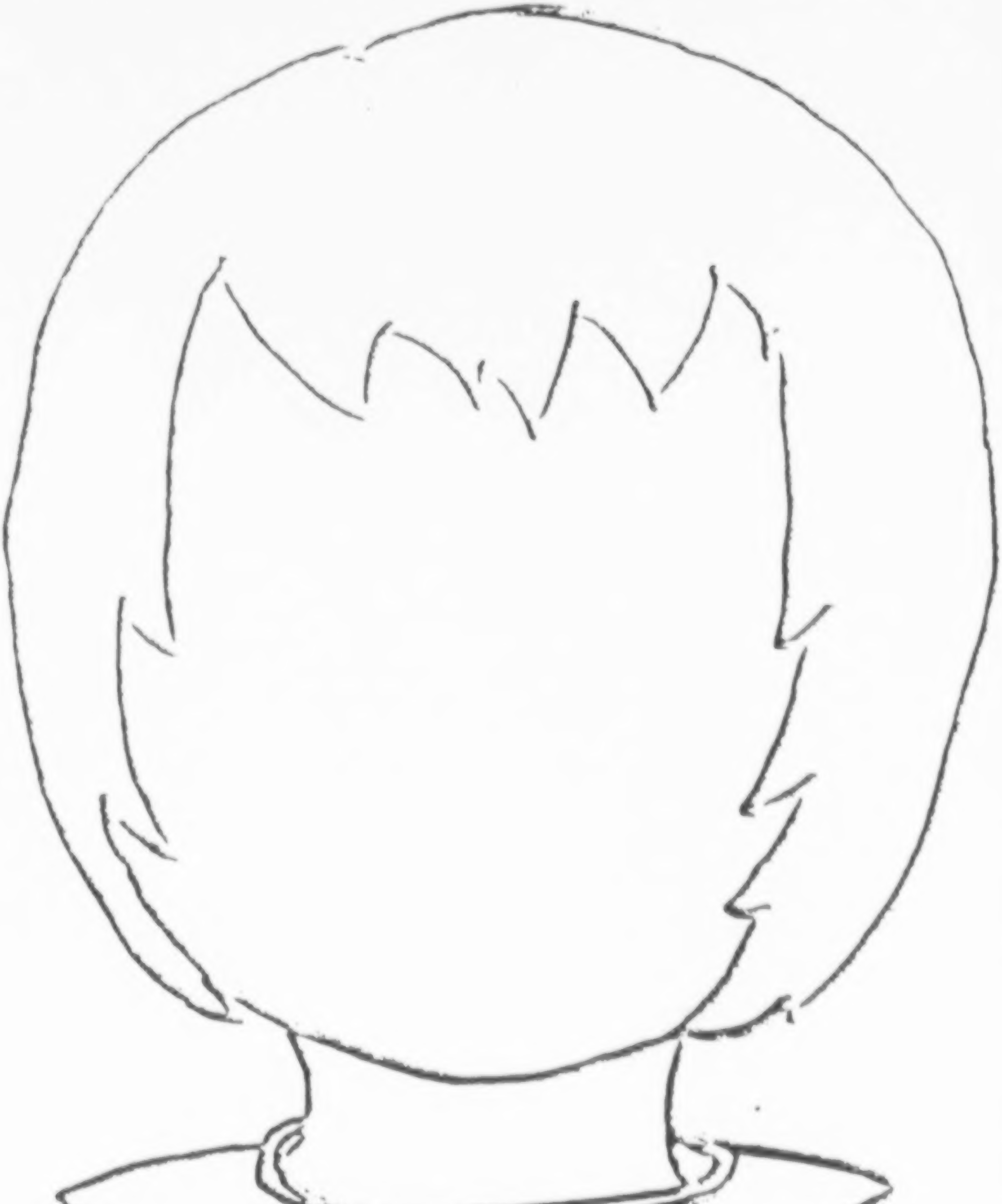
STUDENT OBJECTIVE/OUTCOME: The student will recognize emotions within himself/herself.

PROCESS/ACTIVITIES: Discuss how our emotions affect us physically and how emotions can dictate our reactions to people if we are not careful. Use resource page. Instruct the students to draw the eyes and mouth to show how they feel today. Each student may describe his/her feelings as illustrated by the picture and tell why he/she is feeling a particular way. How might people react to that expression?
MATERIAL: Resource Page "How Do You Feel Today?"

EVALUATION: Counselor observation and completed activity sheet

RESOURCE

HOW DO YOU FEEL TODAY?



PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

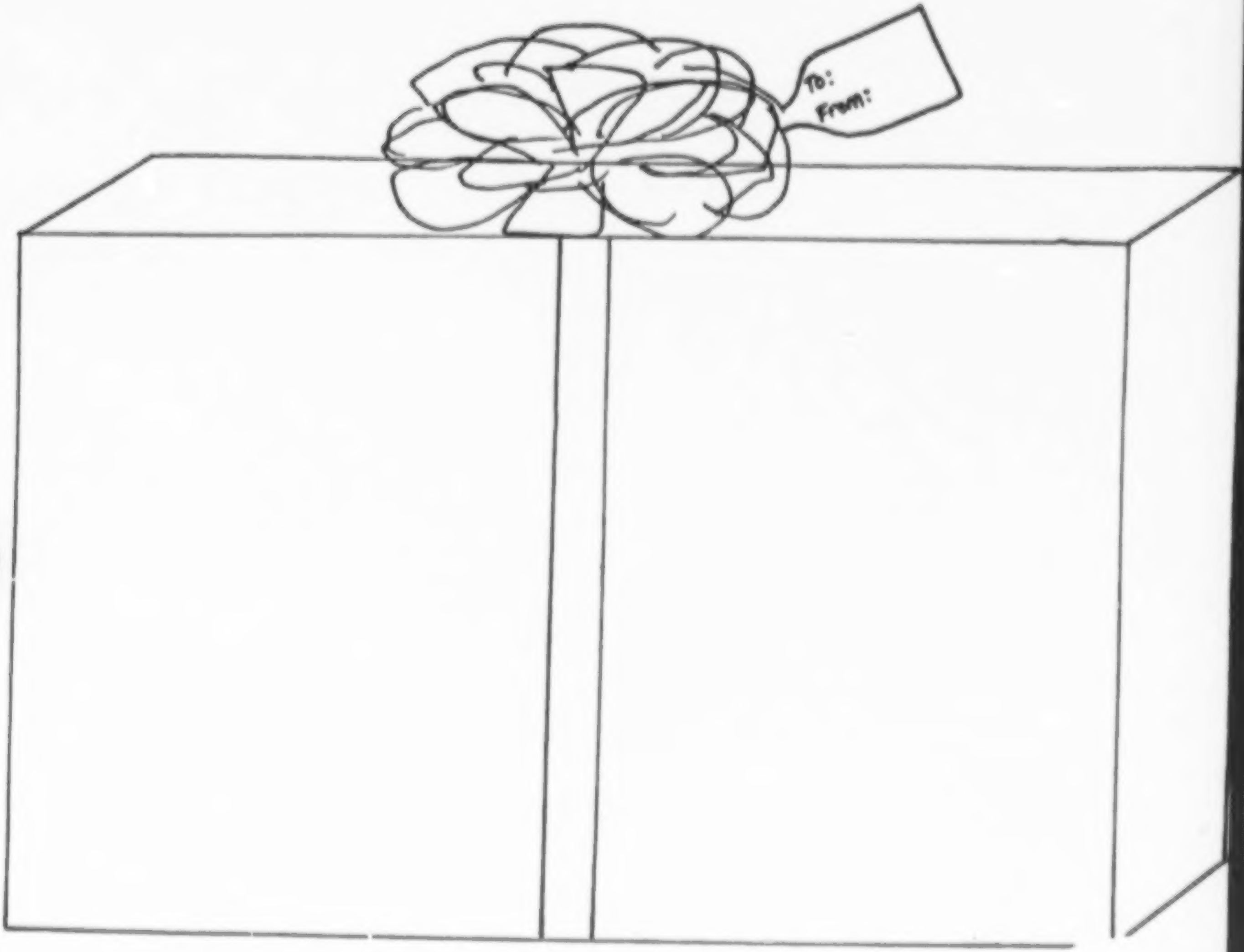
GOAL: Respecting Others

STUDENT OBJECTIVE/OUTCOME: The student will describe what he/she likes about other people in the form of a compliment.

PROCESS/ACTIVITIES: Have students define COMPLIMENT. Include: honest, not asked for, points out positive. State that compliments are like presents you give and receive. Ask students to discuss a time when they received a compliment, who gave it, and how it felt; and when they gave a compliment. Stress that compliments can be given for characteristics, qualities, jobs well done, anything about a person we admire. Compliments are not just for things we can see, like the clothes we wear. For example: "You are a good sport," or "I like your kindness," or "I think you did a terrific job on our class project. Thanks!" Tell class that, at first, it may be embarrassing to give a compliment, but just remember how good it feels when someone gives one to you. Discuss appropriate ways to respond to someone who gives you a compliment. For example, "thank you" or "thank you for telling me." Ask students to think of specific compliments they could give: at home, on the bus, in the cafeteria, on the playground, in the library, etc. Let the children role-play giving and receiving compliments in these situations. Practice giving affirmation to others by dividing into small groups. Go around the circle giving a compliment to the person on your left about something that you like about that person. Practice responses to compliments also. Then reverse and give a compliment to the person on your right. This exercise may also be done with the class as a whole or in pairs. Distribute the handout: "Compliment Presents." Students are to complete the handout as a gift for anyone at school or at home and present it to the person they chose. The presents may be decorated.

EVALUATION: Counselor observation of student interaction

RESOURCE COMPLIMENT PRESENTS



PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Respecting Others

STUDENT OBJECTIVE/OUTCOME: The student will communicate to others about what he/she likes about another person.

PROCESS/ACTIVITIES: Discuss important facts about a character or person all the class knows. Divide the class into pairs and allow a few minutes for them to interview each other. Return to the group and let each person tell something about the person he/she interviewed. MATERIAL: Interview sheet

EVALUATION: Group feedback and completed interview sheet

RESOURCE THE BEST OF MY FRIENDS

NAME ______________________________

DATE ______________________________

1. IN SCHOOL WHAT SUBJECT ARE YOU BEST IN?

____

2. WHAT SPORTS DO YOU PLAY WELL?

____

3. HOW DO YOU HELP AT HOME?

____

4. NAME A TIME YOU WERE PROUD OF SOMETHING YOU DID.

____

5. NAME SOME THINGS YOU DO IN YOUR FREE TIME.

____

6. WHAT DO YOU LIKE BEST ABOUT YOURSELF?

____

7. WHAT SPECIAL THINGS DO YOU OWN?

____

8. NAME SOMETHING AT WHICH YOU PLAN TO BE SUCCESSFUL.

____

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Relationship Skills

STUDENT OBJECTIVE/OUTCOME: The student will demonstrate courteous communication.

PROCESS/ACTIVITIES: Discuss with the students the importance that courtesy plays in the ways people respond to each other. Remind students that it is not only what is said or when it is said, but how it is said that gets the message across. Courtesy includes voice tone and use of polite words. Demonstrate for the students the importance of courteous words by speaking the following phrases (use a similar, even tone of voice for each phrase). Ask: Which phrase sounded more courteous or respectful? Give me that. or May I please have that? No. or No, thank you. What do you want? or Can I help you with something? Who's this? or Who's calling, please? Move your foot in! or Would you please move your foot out of the aisle so I can pass? Demonstrate the importance of voice tone with the following phases. (Say each sentence twice. First use a sarcastic or hostile tone of voice; the second time use a pleasant tone.) Ask: Which tone sounded courteous? Excuse me! What did you say? I want to go to the movie tonight. I'd like to talk with you. I'd like that. After each section of the following script is read, direct students to predict what responses could be expected from the situation. Ask: What does each person feel? What does each want? What might happen next? Why? After the scripts have been read and discussed, ask for volunteers to show how they would deal with courtesy in the following situations. Point out respectful words and tone. You'd like to have a second helping of peaches for lunch. You'd like to use the teacher's large scissors. You'd like to have fried chicken for dinner. A friend has asked you to come over to his house. You can't come. When the art paper was being distributed, you were skipped. (From GAMES CHILDREN SHOULD PLAY, 1980, Mary K. Cihak and Barbara J. Heron, and Goodyear Publishing Co., Inc.)

EVALUATION: Counselor observation, group feedback

RESOURCE COURTESY SCRIPTS

SCENE: 1(A)
Bruce's dad has been working late every night this week. He comes into the house at 9:00.

BRUCE: (angry tone of voice) Why don't you ever take me fishing? Everybody else gets to go fishing!

1(B)
BRUCE: Dad, are you too tired to talk for a little while? Or could I ask you something at breakfast tomorrow?

DAD: No, it's OK. What is it you wanted to know, Bruce?

BRUCE: Well, the kids say the fishing in the lake has been really good this week. Do you think we could go fishing together this weekend?

SCENE: 2(A)
Classroom. Howard is going to sharpen his pencil. Lisa's chair is in the aisle, and he can't get by.

HOWARD: (angry tone of voice) Move your chair!

2(B)
HOWARD: (courteous tone of voice) Excuse me, Lisa, could you please move your chair? I can't pass.

SCENE: 3(A)
Recess. Students are just leaving the class.

STUDENT: (harsh of voice) Mrs. Brown, you marked my paper wrong when my answer was right. I deserve a better grade.
3(B)
STUDENT: (courteous tone of voice) Excuse me, Mrs. Brown, is this a good time to talk to you?

MRS. BROWN: Surely. I have a few minutes right now. What can I do for you?

STUDENT: I was checking over my spelling paper that I got back this morning. I double-checked this word, and I can't find anything wrong with it. I think you made a mistake when you marked it wrong. Would you look at it?

MRS. BROWN: Hmm, let me see. Why, I must have been going too fast. You're right; this is correct.

STUDENT: Would you raise my grade then, please?

(From GAMES CHILDREN SHOULD PLAY.)

PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Relationship Skills

OBJECTIVE/OUTCOME: The student will choose appropriate times to communicate.

PROCESS/ACTIVITIES: Discuss with the students the importance that timing plays in the way people respond to each other. Ask them to imagine how they would respond to you if you wanted one of them to run an errand at the same time he/she was supposed to be working in the cafeteria (or the office or safety patrol). How would the student's response be different if the counselor asked for help when that student had some free time? Ask them to imagine how you might respond if you were talking with a parent and one of them interrupted to ask for help with yesterday's math lesson. How might you respond if the student asked you for help when you weren't busy or talking to anyone? Direct the class to listen to each section of the following scripts and predict the responses that can be expected in each situation. What does each person feel? What does each want? What might happen next? Why? After the scripts have been read and discussed, ask for volunteers to show how to deal with timing in the following situations: You need to talk to the principal. Her door is open, but she is busy writing. You want your mother to write you an absence excuse because you were sick yesterday. Your mother is talking on the telephone. You want your friend to come over to your house this afternoon. He is in the middle of a soccer game. You want your little sister to go next door on an errand for you. You are in a hurry. Your sister is playing with one of her friends. You are supposed to pick up homework for a friend who is sick. Every time you think about it, your teacher seems very busy. (From GAMES CHILDREN SHOULD PLAY, 1980, Mary K. Cihak and Barbara J. Heron, and Goodyear Publishing Co., Inc.)

EVALUATION: Counselor observation, student participation, and Feedback Form For Timing

RESOURCE TIMING SCRIPTS

1(a)

SCENE: Home. The baby is crying and the food is burning on the stove. Mother is taking care of the food.

CHILD: Mommy, Mommy, can I go over to Casey's next Saturday and go swimming?

1(b)

SCENE: Home. The family is sitting around the table eating dinner.

CHILD: Mommy, may I go over to Casey's house next Saturday and go swimming?

2(a)

SCENE: Home. Mother and Dad are getting ready to have company. They're hurrying to get ready before their guests arrive. The telephone is ringing.

RANDY: Dad, can you help me fix my wagon now?

2(b)

SCENE: Dad and Randy are riding in the car together.

RANDY: Dad, when can you fix my wagon? Is it possible for you to do it today?

3(a)

SCENE: Mother is talking on the telephone.

HOLLY: Mom! Mom! Guess what happened at school today? I got to be in a puppet show!

3(b)

SCENE: Mother is talking on the telephone. Holly waits until she hangs up.

HOLLY: Mom, guess what happened at school today? I got to be in a puppet show! Everybody liked it.

4(a)

SCENE: On the playground. A student has been hurt and is crying. The teacher is helping him get a bandage. Janet comes to the scene.

JANET: Teacher (tugs on the teacher's sleeve), Teacher! Mr. Sun! When may I move my desk so that I may sit by Annie?

4(b)

SCENE: On the playground. The teacher is standing watching the students play.

JANET: Mr. Sun, when may I move my desk so that I may sit by Annie?

5(a)

SCENE: Classroom. The students are working. The teacher is talking with a parent. Rodney walks up to them.

RODNEY: Mrs. Johnson, when are we going to have a class party?

5(b)

SCENE: Classroom. At the end of sharing time, Rodney raises his hand.

RODNEY: Mrs. Johnson, when are we going to have a class party?

(From GAMES CHILDREN SHOULD PLAY, 1980, Mary K. Cihak and Barbara J. Heron, and Goodyear Publishing Co., Inc.)

RESOURCE FEEDBACK FORM FOR TIMING

This week I remembered to use good timing when I

____

____

____

This week I was courteous when I

____

____

____

I am going to use courteous words when

____

____

____

Name____________________

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Relationship Skills

STUDENT OBJECTIVE/OUTCOME: The student will relate to others in an effective manner.

PROCESS/ACTIVITIES: Read or tell the WARM FUZZY TALE by Claude Stiner. Discuss how warm fuzzies are like soft pieces of material and cold pricklies are like sweet gum balls. (Each child could be given a square of fake fur and a sweet gum ball to feel.) Explain how cold pricklies can cause disagreements or fights and the way students can overcome the cold prickly feeling. List ways fights or quarrels can start. Place an alternative beside each one.

EVALUATION: Counselor observation

3-11

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Resolving Conflicts

STUDENT OBJECTIVE/OUTCOME: The student will discuss ways of expressing positive and negative feelings.

PROCESS/ACTIVITIES: Discuss POSITIVE (happy, good) feelings versus NEGATIVE (sad, angry) feelings. Let students give examples of when they experienced positive feelings and negative feelings. Stress that both feelings are normal and it is OK to feel both positive and negative feelings. Everyone experiences negative feelings sometimes. Negative feelings are, however, harder to talk about. Write POSITIVE and NEGATIVE on the board. With students, generate a list of feeling words in each column. Ask students to generate appropriate ways individuals can express negative feelings. Stress that when we show negative feelings, it is important not to hurt anyone else, e.g., when angry. Explain to the students that often our feelings are affected by our behavior (what we do). If we change what we do when we have a negative feeling, we can feel better. Distribute handout, "Feeling Better." Tell students that exercise shows how we can change what we do to feel better. Teacher completes the first example with the students as a model for the rest of the exercise. (e.g., When Mom says that I cannot go to my friend's house, I YELL, SLAM THE DOOR. I feel MAD, DISAPPOINTED, ANGRY. I could LISTEN TO RECORDS, PLAY A GAME OUTSIDE and I would feel EXCITED, CHALLENGED, HAPPY, ETC.) Remind the children that each statement has many answers; there is not just one correct way to feel better.

EVALUATION: The student will list three positive ways he/she might feel and three negative ways he/she might feel.

RESOURCE

FEELING BETTER

1. When Mom says that I cannot go to my friend's house, I

____
DO

and I feel ______________________________.
FEELING

Next time, I could ______________________________
DO

and I would feel ______________________________.
FEELING

2. When my teacher tells me to improve my work, I

____
DO

and I feel ______________________________.
FEELING

Next time, I could ______________________________
DO

and I would feel ______________________________.
FEELING

3. When my mother takes my sister for an ice cream cone and not me, I

____
DO

and I feel ______________________________.
FEELING

Next time, I could ______________________________
DO

and I would feel ______________________________.
FEELING

4. When my pet gets hurt, I

____
DO

and I feel__________________________________.
FEELING

Next time, I could____________________________
DO

and I would feel_____________________________.
FEELING

5. When I break something that belongs to my dad, I

____
DO

and I feel__________________________________.
FEELING

Next time, I could____________________________
DO

and I would feel_____________________________.
FEELING

6. When I plan to go to the ballgame and it rains, I

____
DO

and I feel__________________________________.
FEELING

Next time, I could ____________________________
DO

and I would feel_____________________________.
FEELING

3-12

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Resolving Conflicts

STUDENT OBJECTIVE/OUTCOME: The student will recognize different ways he/she talks with friends and acquaintances.

PROCESS/ACTIVITES: Ask: "What is communication? (a way of sending messages) For effective communication, we need a SENDER and a RECEIVER. Discuss the following: (a) What does the sender do? What does the receiver do? (b) What are some ways we send messages when we want to communicate? (write, talk, gesture, make faces or noises, etc.) (c) What are some ways we receive messages when someone is communicating or sending messages to us? (listen, read, watch) (d) How many people do you need for effective communication? (at least 2, a sender and a receiver) (e) What are some things which might cause communication to be ineffective? (one person not listening, misinterpreting a message, sending an unclear message, etc.) Introduce students to the concept that BODY GESTURES and MOVEMENT can be used to send messages that express greetings, moods, feelings, and ideas. Demonstrate how facial and body cues are used to give messages (e.g., waving hand to say good-bye, frowning to show anger, slouching and walking slowly when tired, jumping up and down to show excitement). Ask children to give other examples. Ask individual students to represent the following by using only body gestures and facial expressions without any sounds: a happy face, smelling garbage, pain in the leg, feeling scared, winning a game, agreeing with someone. Tell students they are going to be "communication detectives." One child comes forward and draws a slip of paper containing a message. He or she uses only his/her body (arms, legs, facial expression, etc.) to illustrate the message. Other students provide all possible messages that the gesture could communicate (e.g., stamping a foot - mad, stepped on a rock - hurt foot, dancing - happy). VOCABULARY: body gestures, movement, communication, sender, receiver

EVALUATION: The student will give examples of body movements and gestures that the student made using the following questions: Is it possible to "talk" with just your body? What kinds of things did you say: Were you able to "say" thoughts or feelings without talking? What were some problems in "talking" with only our body? How did your body provide clues to the message? Can you show feelings that get you in trouble without using words?

RESOURCE COMMUNICATION DETECTIVES

Person stamping foot

Person waving

Person blowing a kiss

Person holding nose

Person putting one finger over lips

Person rubbing stomach

Person shaking head

Person extending hand for handshake

Person tiptoeing

Person looking at watch

Person frowning

Person looking back over shoulder

Person jumping up and down

Person crying

Person covering eyes with hands

Copy and cut each strip apart.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Effective Decisions

STUDENT OBJECTIVE/OUTCOME: The student will examine choices and consequences in situations involving rules, sharing, and taking turns.

PROCESS/ACTIVITIES: Review the definition of a **RULE** (regular way to do something). Ask students to identify rules at home, at school, and in the community. Discuss what happens when rules are broken. Give examples. Explain to students that choosing to **BREAK** or **FOLLOW** a rule is a decision we make. Distribute handout: "Family Persuasion." Answers to the handout may be written first and then discussed or activity may be brainstormed orally with all class members participating. **VOCABULARY:** responsibility, share, situation, decision

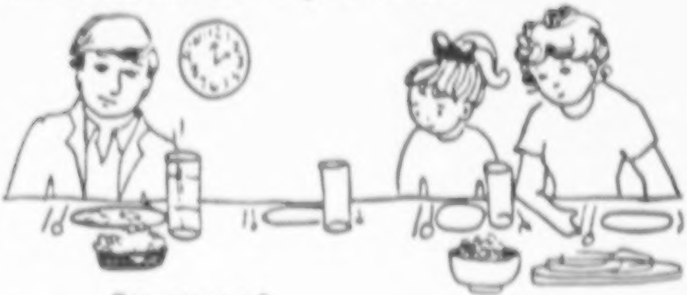
EVALUATION: Student will list five classroom rules and will list two consequences involving rules, sharing, and taking turns.

3-13

RESOURCE

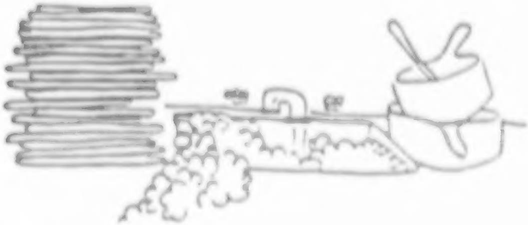
FAMILY PERSUASION

Read the following situations in which family responsibilities were neglected. Answer the questions as though each situation happened at your house.



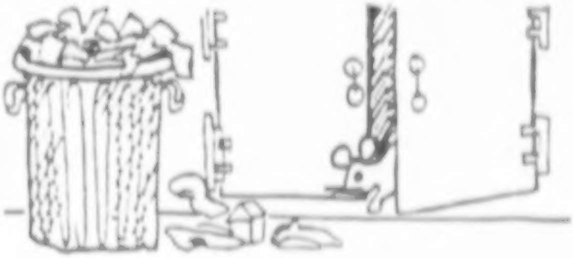
Situation #1

You say you will be home at noon.
You didn't get there until 2:00.
Who will care? ____________________
Why? ____________________
____



Situation #2

Someone was supposed to wash the dishes. The chore was not done.
Who will care? ____________________
Why? ____________________
____

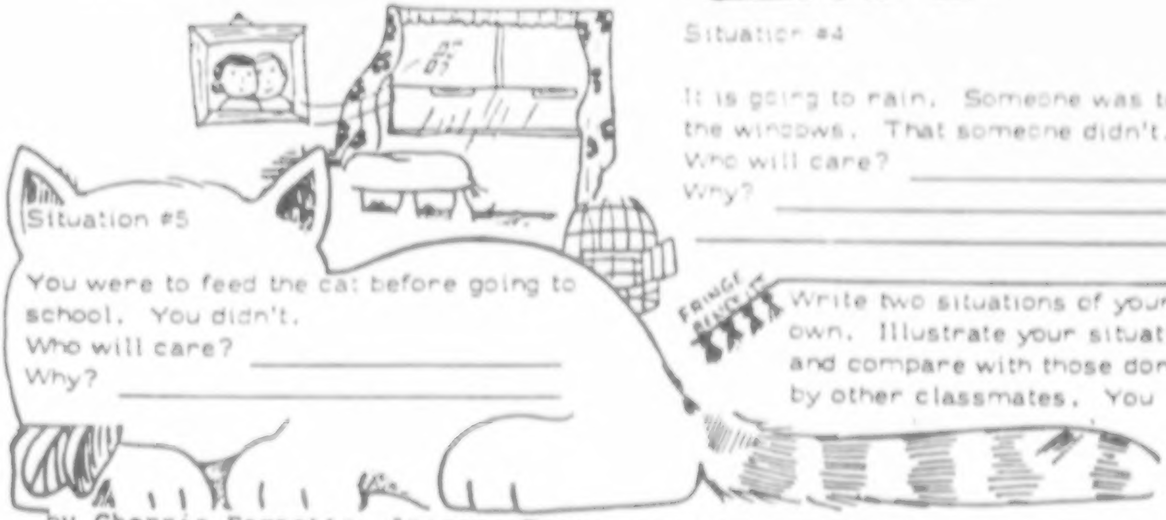


Situation #3

Someone in your family is supposed to take out the trash before going to work. That someone forgot.
Who will care? ____________________
Why? ____________________
____

Situation #4

It is going to rain. Someone was to clos the windows. That someone didn't.
Who will care? ____________________
Why? ____________________
____



Situation #5

You were to feed the cat before going to school. You didn't.
Who will care? ____________________
Why? ____________________

Write two situations of your own. Illustrate your situations and compare with those done by other classmates. You

by Cherrie Farnette, Imogene Forte, and Barbara Harris
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PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Effective Decisions

STUDENT OBJECTIVE/OUTCOME: The student will demonstrate a use of the brainstorming technique to generate ideas to be used in decision-making.

PROCESS/ACTIVITIES: Ask if anyone has ever been in a rainstorm (lots of rain). Ask if anyone has ever been in a brainstorm (lots of ideas). Tell them that "brainstorming" is a helpful way to generate (think up) lots of ideas. Sometimes we need to brainstorm when we have to make a decision. A decision is when we have to make a choice or a judgment. Ask for volunteers to tell about a decision the student had to make. Discuss the pattern of thinking before making a decision: knowing the problem, thinking of possible answers, imagining what would happen if the student chose different answers, choose the answer that seems best to the student. One way of thinking of possible answers is the brainstorming just discussed. Present and discuss the brainstorming guidelines: (1) try for lots of ideas, (2) do not judge the ideas, (3) let the ideas be wild, and (4) use the ideas of others. Present the following topics one at a time. Use as many as time allows or as the students need for practice. Write the ideas the students present on the blackboard. Allow about 10 minutes for each topic: ways to make new friends, ways to have fun at a party, fun things to do in our spare time, ways to make learning more fun, ways to make school more fun.

EVALUATION: The student will define a decision as making a choice or judgment, describe one decision he/she has had to make, tell what he/she thought about before making that decision, recognize the pattern of thinking before making a decision (e.g., knowing the problem, thinking of possible answers, imagining what would happen if he/she chose different answers, choose the answer that seems best to him/her.)

3-15

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Setting Goals

STUDENT OBJECTIVE/OUTCOME: The student will identify feelings about school and set a short-term and a long-term goal to help be more successful in school.

PROCESS/ACTIVITIES: Discuss what students like about school. Discuss changes they would like to make and whether changes can be made. Discuss what worries or scares them. Define short-term and long-term goals for personal change. Have the students complete the change sentences on the activity sheet. **MATERIALS:** Activity sheet

EVALUATION: Counselor observation and discussion

RESOURCE

A NEW YEAR

On the first day of a new school year:

1. I wish the principal would ______________________________

____

2. I hope my teacher will ______________________________

____

3. I look forward to______________________________

____

4. I dread______________________________

____

5. I can hardly wait to______________________________

____

6. I am afraid that ______________________________

____

7. When I think of homework, I ____________________

____

8. More than anything else, I wish________________

____

9. Next week I would like to____________________

____

10. This year I would like to____________________

____

3-16

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Forming a Career Identity

STUDENT OBJECTIVE/OUTCOME: The student will be able to recognize why people choose certain work activities and that choices may change.

PROCESS/ACTIVITIES: Brainstorm reasons why people choose certain jobs. List on the board. (1) availability, (2) aptitudes - learn the job easily, (3) interests - things they like, (4) abilities - skills they have, (5) rewards - money and satisfaction of helping others, (6) choices limited by lack of education. Point out that as circumstances change, job choices may change.

EVALUATION: Have the student state a career he/she would like and tell why. Ask the student to share experiences of parents in changing careers. Distinguish between changing employers and changing careers.

3-17

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Forming A Career Identity

STUDENT OBJECTIVE/OUTCOME: The student will describe the relationship between monetary reward and the work ethic. The student will describe the relationship between personal satisfaction and job performance.

PROCESS/ACTIVITIES: Relate pay for a job to grades received in school. Discuss feelings when a job is well done. Role play a worker being paid for various levels of work.

EVALUATION: Student will list one personal accomplishment and describe his/her feelings about it.

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Forming a Career Identity

STUDENT OBJECTIVE/OUTCOME: The student will recognize that a person's likes and dislikes should be considered in making a career choice.

PROCESS/ACTIVITIES: Have each student complete the worksheet, "A Job For Me?" Give students opportunities to match characteristics and jobs using People-Data-Things categories. Also present questions about different work environments; indoors, outdoors, city, country, etc.

EVALUATION: Completed worksheet

RESOURCE

A JOB FOR ME?

Check the statements that tell about you. When you are finished look at what you have checked and list five jobs you think you might like to have in the future.

_____Like to read a lot
_____Like to write a lot
_____Like to do math a lot
_____Like the arts (music, art, dance, acting)
_____Like to be alone most of the time

_____Like to be outside most of the time
_____Like to be with people most of the time
_____Like to be inside most of the time
_____Like to do active things
_____Like to do quiet activities

_____Like to work on a team
_____Like to compete individually
_____Like to make things with my hands
_____Like to be in the city
_____Like to be in a small town or suburbs

_____Like to be in the country
_____Like to work with adults
_____Like to work with children
_____Like to think of new ideas and new ways to do them
_____Like to carry out ideas other people have thought of

_____Like to make most decisions on my own
_____Like to have decisions made for me
_____Like to work at night
_____Like to work during the day

_____Like to go to school
_____Would like to go for more training after I finish school

Five jobs I think I would like are:

____

____

____

____

____

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Forming a Career Identity

STUDENT OBJECTIVE/OUTCOME: The student will identify work roles in the surrounding geographical area.

PROCESS/ACTIVITIES: List different businesses found in the area. List various occupations found in each business. Students will tell what kinds of jobs appeal to them.

EVALUATION: The student will list ten occupations available in the geographical area.

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Planning for the Future

STUDENT OBJECTIVE/OUTCOME: The student will imagine being employed in the future by participating in a guided vocational fantasy of a typical work day.

PROCESS/ACTIVITIES: The counselor explains to the students that a fantasy is like "make-believe" or "pretend." Ask the students to "make-believe" they are "grown-up" and working in a favorite job or career. Slowly read the instructions for the activity to the student. Discussion: Ask the students (1) why they selected the job or career in their fantasy, (2) to describe the work setting and the job, (3) to describe the home or apartment, and (4) to describe the family. Ask the students to express their thoughts and feelings about the activity.

EVALUATION: Counselor and student discussion

RESOURCE

FANTASY INSTRUCTION

Read (slowly) the following fantasy to the students:

Sit in a very relaxed position, close your eyes, and begin to think about a typical work day in your future.

Imagine that you are waking up in the morning. Is someone else in your home? Do you have a husband or wife, children, or roommate?

Look around your bedroom. What do you see? What is the size of the bedroom? Is the floor carpeted?

What type of clothes will you wear to work? Will you wear casual clothes, a suit, a uniform, a dress, or jeans?

How will you get to work today? Will you ride the bus, drive a car, or be in a car pool? If you drive a car, what type of car do you have?

What does you home look like? What does your yard look like?

When you arrive a work, what does the building look like? If your work is outdoors, what does the scenery look like and what is your job?

If you work in a building, what is your job? Are you working with your hands, your mind or both? What type of work are the people around you doing? Are any of them your supervisor or are you their supervisor?

Will you go out for lunch or stay in the building? What do you eat for lunch?

When you return from lunch, what type of work will you do in the afternoon?

Do you go out or stay home for dinner? How do you spend your evening? Are you home with family or friends?

What time will you go to bed?

3-21

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Combating Career Stereotyping

STUDENT OBJECTIVE/OUTCOME: The student will describe the major life roles and how the roles change as we get older.

PROCESS/ACTIVITIES: Describe the five major life roles (family member, learner, citizen, consumer, and producer) to the class. Have them give examples how each role applies to them (e.g., home, etc.) Next, point out that our roles change as we grow older. For example, consumer roles may now include buying gum or toys, but when we are adults we pay rent and buy groceries, etc. Our learner roles at age one included learning how to walk and talk; at age six we are learning to read, etc. Choose volunteers to talk about life roles at age four and how their roles have changed (more responsibilities, learn different things, etc.) Now have them imagine how these roles will be in the future (be a parent as well as son or daughter, more decision-making, etc.) Use the resource page to let the students give examples of two roles for each age and to see how these have and will change over the years. Have them draw pictures or use magazines to find pictures of the examples. Have students bring baby pictures. Have them draw what they think they will look like in twenty years. Using these and recent school pictures, make a bulletin board labeled Past, Present, and Future. Discuss with the class about growth and change. Discuss how they have changed since they were infants. (a) What kinds of things could you do when you were a tiny, tiny baby? (b) Name some of the things you learned at home before coming to school. (c) What things can you do now that you couldn't do before you entered school? (d) Tell us about some things you have learned recently which you feel are important for you to know. Have the students try to match baby pictures, drawings and class photos that have appeared on the bulletin board.

EVALUATION: The student should list and describe the five major life roles and list examples of two roles for each age.

3-21

RESOURCE GROWING AND CHANGING

Growing means more than getting bigger. It means changing. Think about ways you have changed since age two. How have your roles changed? Do you have more responsibilities? Think of ways your roles will change in the future. Use words, drawings, and/or pictures from magazines to show how your life has and will change.

When I was two years old... Now I am a third grader...

When I am sixteen years old... When I am fifty years old...

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Analyzing Skills and Interests

STUDENT OBJECTIVE/OUTCOME: The student will distinguish between activities that interest him/her and activities that do not.

PROCESS/ACTIVITIES: Ask students to name an activity in which they are interested. (Categories such as school subjects, physical activities or hobbies will generate thinking.) Ask them to name activities in which they are not interested. Demonstrate that interests may change because of parental influence, peer pressure, maturity, new knowledge about subject, etc. State that knowing interests helps with career decision making.

EVALUATION: The student will describe two activities in which he/she is interested and two activities in which he/she is not interested.

GRADE FOUR

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Gaining Self Awareness

STUDENT OBJECTIVE/OUTCOME: The student will examine factors related to acceptance and rejection by peers and will see how characteristics and traits may develop.

PROCESS/ACTIVITIES: Take a sheet of paper and write the letters IALAC (pronounced I-ah-Lack) on it in large bold print. Holding this to your chest so that the students can see it, tell them, "Everyone carries an invisible IALAC sign at all times. IALAC stands for 'I am loveable and capable.' This is our self-concept, or how we feel about ourselves. The size of our sign-or how good we feel about ourselves-is affected by how others interact with us. If somebody is nasty to us, teases us, puts us down, rejects us, hits us, etc., our self esteem gets smaller (tearing a corner piece off the sign.) I am going to tell you a story to illustrate how this happens in everyday life." Then proceed to tell the students about a boy or girl who is the same age they are. PICK A NAME THAT NO ONE IN THE CLASS HAS. As you tell the story, try to be as emotional and dramatic as you can without burlesquing it too much. An outline is provided. You will have to fill it in with your own imagination. Some counselors have the children help create the story as they go along. As you describe each event that negatively affects the student's IALAC sign, tear another piece of the sign off until at the end you are left with almost nothing. End the story by showing the child going to bed with an IALAC sign about as big as a quarter! When you finish, ask the students to discuss the following questions: How does your IALAC sign get ripped? What things affect you the most? What do you do that destroys the IALAC sign of others--in school, at home? How do you feel when your IALAC sign is ripped? When you rip someone else's? What can we do to help people enlarge their signs rather than make them smaller? Do you think it would have helped ________'s IALAC if he had a friend? Why does everyone want a friend? What are some thing friends can do to make each other feel good? Have students tell of a time when someone helped them feel included or accepted and when they helped someone else.

EVALUATION: Counselor observation, discussion and completed worksheet

RESOURCE OUTLINE FOR THE IALAC STORY

(Feel free to adapt, add to, change, and embellish in any way you want.)

A fourth-grade boy named Michael is still lying in bed three minutes after his alarm goes off. All of a sudden his mother calls to him, "Michael, you lazy-head, get your body out of the bed and get down here before I send your father up there!: (rip!) Michael gets out of bed, goes to get dressed, and can't find a clean pair of socks. His mother tells him he'll have to wear yesterday's pair. (rip!) He goes to brush his teeth and his older sister, who's already locked herself in the bathroom, tells him to drop dead! (rip!) He goes to breakfast and finds soggy cereal waiting for him. (rip!) As he leaves for school, he forgets his lunch and his mother calls to him, "Michael, you've forgotten your lunch; you'd forget your head if it weren't attached!" (rip!) As he gets to the corner he sees the school bus pull away and so he has to walk to school. (rip!) He's late to school and has to get a pass from the principal who gives him a lecture. (rip!) Continue the story through the school day with appropriate examples. Some possibilities are: Forgetting his homework, getting a 68 on a spelling test, being called on for the only homework question he can't answer, making a mistake in reading so that all the kids laugh, being picked last to play ball at recess, dropping his tray in the lunchroom with everybody applauding, being picked on by bullies on the way home from school, being referred to as "Hey you!" in PE. When Michael gets home from school, some typical negative events might include: (use examples).

RESOURCE GAINING SELF-AWARENESS

Use this checklist to see how well you can handle peer pressure. Answer the questions as honestly as possible.

	YES	NO
1. Do you like and respect yourself?	______	______
2. Do you know your strengths and weaknesses?	______	______
3. Do you trust yourself?	______	______
4. Do you know what values are really important to you?	______	______
5. Do you know how to make your own decisions?	______	______
6. Do you hang out with friends who accept you for yourself?	______	______
7. Do you know how to handle different kinds of pressure situations?	______	______
8. Do you know how to say 'NO" to peer pressure?	______	______
9. Do you take responsibility for your decisions?	______	______
10. Do you take time to think before you act?	______	______

If you've answered "NO" to any questions, your ability to handle peer pressure could be improved.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Positive Attitudes

STUDENT OBJECTIVE/OUTCOME: The student will recognize that his/her friendship is important to others and that he/she needs friends.

PROCESS/ACTIVITIES: Ask the students to tell some reasons why we need friends. Another way to think about the question is to ask what you do for your friends or what friends do for you. Distribute "A Bird's Eye View of Friendship." State that "A Bird's Eye View" will cover some of the obvious points about friendship. Have students take turns reading aloud from the sheet. Discuss and emphasize important ideas.

EVALUATION: Each student will write a paragraph entitled, "My Good Friend." This may be about a present friend or one you would like to have. Each paragraph should contain at least three characteristics of a good friend.

RESOURCE A BIRD'S EYE VIEW

A bird's eye view of friendship:

1. Be honest.
2. Be yourself. Others will find out what you are like eventually, anyway, so don't be phony.
3. Don't give up what you believe just to please someone else. You don't have to change and act like someone else in order to be liked.
4. There are lots of ways to get a conversation started. Here are some conversation starters:
    - A. Did you watch The Cosby Show last night?
    - B. Were you able to do all the math problems?
    - C. Which team were you pulling for?
    - D. We missed you at school. Were you ill?
    - E. What are your plans for the holidays?
5. Be a good listener. Listening isn't easy. People like people who really listen to them.
6. Find out what people are interested in and talk about it.
7. Don't start a disagreement. It's okay to share your opinions, but respect others' opinions too.
8. Don't unload your problems on someone who doesn't care to hear about them.
9. Take risks. Be the one to walk up to someone you don't know and try to start a conversation. If you sit back and wait for others to come to you, you may still be waiting a year from now.
10. Remember names.
    - A. Make sure you heard the name correctly. If you're not sure about it, ask...that is a compliment to a person because it shows you are interested in them.
    - B. Use the name as soon as possible. Call them by name in your conversation.
    - C. In your mind, picture the name spelled out, with the face of the person in the background. This helps a lot.

GOOD LUCK

a bird's eye view

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Healthy Choices

STUDENT OBJECTIVE/OUTCOME: The student will define alcoholism, identify resources for dealing with alcohol misuses and abuse, and choose a course of action to deal with problems involving alcohol abuse.

PROCESS/ACTIVITIES: Define alcoholism as an illness in which an individual possesses less and less control over his/her drinking. Reinforce the fact that families and friends can get help in coping with alcohol misuse and abuse. Distribute the handout. Explain to the student that this is a list of people who can help. Ask the student to complete the situations on the handout. Discuss the students responses. (From MISSISSIPPI SUBSTANCE ABUSE PREVENTION CURRICULUM 4:C-3; adapted from CHOOSING FOR YOURSELF, Apalachec Community Mental Health, Tallahassee, Florida.)

EVALUATION: Have the student define alcoholism and identify three resources for getting help.

RESOURCE GETTING HELP

If you or your friends have any questions about alcohol, there are people who can help you. They can answer questions about alcohol and help people with alcohol-related problems. You can get in touch with them by using the YELLOW PAGES of the phone book or calling the operator.

Look at the list below of people who can help.

AA (Alcoholics Anonymous) -- a group that helps alcoholics stop drinking.

AL-ANON -- a group to help the family or close friends of alcoholics.

ALATEEN -- a group to help children, brothers, sisters of alcoholics.

DOCTOR -- helps alcoholics stop drinking; tells them about other places where they can get help.

SCHOOL NURSE -- answers questions about alcohol; helps students who have a drinking problem or who have a problem drinker in the family.

MENTAL HEALTH CENTER -- has counselors who talk to alcoholics and their families about drinking; helps alcoholics stop drinking.

SCHOOL COUNSELOR --talks to students about problems or questions that are personal, or that relate to alcohol.

TEACHER -- can answer questions about alcohol; talks to students about problems or concerns about alcohol; can send the students to the school counselor for help with concerns or problems.

CHURCH/TEMPLE -- ministers, priests, rabbis, etc. can provide personal help by talking about alcohol problems.

FRIENDS -- listen to description of alcohol problems and offer ideas on what the person can do.

RESOURCE GETTING HELP

Please complete the following:

1. My friend's father drinks until he falls down and/or he yells. My friend is scared. I would tell my friend to

____

____

because ______________________________________

____.

2. My big sister has been acting strange lately. She stays in her room all the time, her eyes are red, and I smell a funny-smelling smoke when I walk by her door. I am worried that she is using marijuana. I should talk with

____

____

because ______________________________________

____.

3. Billy, my next-door neighbor, cries often and bullies other kids who live near-by. His parents are divorced and he lives with his mother. His mother is an alcoholic. I asked my mother how we could help our neighbors. Together, we decided to talk with

____

____

because ______________________________________

____.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Healthy Choices

STUDENT OBJECTIVE/OUTCOME: The student will examine the effects of drugs on attitudes about self.

PROCESS/ACTIVITIES: Lead a discussion on why people use drugs. Reinforce the difference between someone who uses drugs and someone who is drug-free. Stress that people who use drugs often have very negative feelings in addition to very negative thoughts about themselves. Distribute the handout. Have the students change the negative thoughts into the positive thoughts of a drug-free person. (From MISSISSIPPI SUBSTANCE ABUSE PREVENTION CURRICULUM 4:A-1)

EVALUATION: The student will change the following statement of someone who might use drugs into a drug-free attitude: "No one likes me. Who cares if I try drugs or not?"

RESOURCE

DRUG-FREE ATTITUDES

	NEGATIVE	POSITIVE
1.	"I can't do anything Nothing ever goes my way."	(e.g. I missed these questions because I was careless. I'll improve my score on the next assignment.)
2.	"School is a drag! There isn't one good thing about this old school."	(e.g. Sometimes I get tired of going to school but I sure enjoy seeing my friends every day.)
3.	"Gosh, I'm bored; there's never anything to do around here."	
4.	"My parents are always nagging at me. We just can't get along."	
5.	"I just can't keep up in school; I guess I'm just dumb."	
6.	"John didn't even speak. Nobody here likes me."	
7.	"I can't find my homework. Why even bother."	
8.	"Dad yelled at me. I'm such a failure."	

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Respecting Others

STUDENT OBJECTIVE/OUTCOME: The student will describe and appreciate differences in others in terms of likes and dislikes and interests.

PROCESS/ACTIVITIES: Designate 3 corners of the room - Likes, Dislikes, No Feeling. Devise a list of foods or activities which you read to the students one at a time. Each child goes to the appropriate corner for each item called out. Then use the category of interests; likes baseball, music, collecting things, building models, travel, camping, science, reading, etc. Summarize by saying that people like different things and that individual differences are OK.

EVALUATION: Counselor observation

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Respecting Others

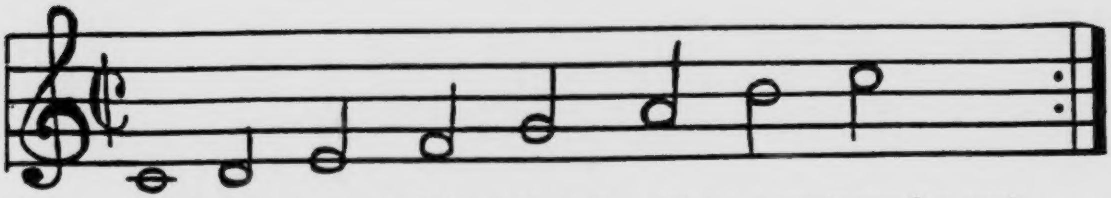
STUDENT OBJECTIVE/OUTCOME: The student will identify ways in which individuals differ and discuss benefits derived from individual differences.

PROCESS/ACTIVITIES: Introduce the term INDIVIDUAL DIFFERENCES. Ask the class for a definition. List all responses. Explain that the term "individual differences" refers to all the ways that each person is different from all other people and is thereby unique. Go back over the list of definitions and decide as a class if the originally generated list of responses still applies. List examples of ways in which individuals may differ. (e.g., height, likes/dislikes, abilities, living situations, family size and make-up, strengths, areas for improvement, sound of voice). Discuss possible benefits from the fact that we all possess "individual differences." Distribute the handout: "Self-Notes." Ask students to explain the "musical scale." Point out that one individual difference might be that some students are familiar with a musical scale due to music lessons while others may not be involved with music. Complete the handout according to the directions.
VOCABULARY: Individual differences, unique

EVALUATION: List three ways individuals differ and describe how individuals benefit by being different.

RESOURCE

SELF-NOTES



Follow the notes of the self scale. Write a sentence for each note subject.

Do – Something I can do well

____

Remember – a most memorable moment

____

Meaningful – something very meaningful to me

____

Favorite – my favorite thing

____

Solo – something I do by myself

____

Laughter – something that makes me laugh

____

Time – the best time of my day

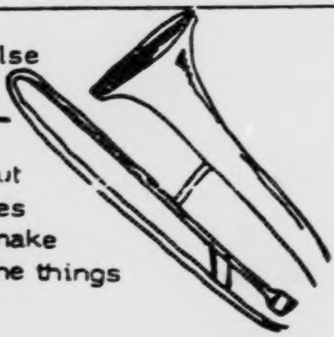
____

Double – something I do with someone else

____

FRINGE BENEFITS

Put your self notes together. Write a "score" story telling about yourself. Compare your self notes with those of a friend. Can you make your notes work together? List the things you have in common.



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PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Gaining Responsibility

STUDENT OBJECTIVE/OUTCOME: The student will describe his/her responsibilities as a student.

PROCESS/ACTIVITIES: Question the students about the definition of responsibility. Stress that a responsible students is one who does what needs to be done. Have the student tell about their responsibilities at home. Ask the students to complete the worksheets. Use them as a discussion guide.

EVALUATION: Completed worksheets and oral responses to counselor's questions

RESOURCE

RESPONSIBILITIES

A responsibility is the way someone acts toward something that needs to be done. All jobs have responsibilities. If workers don't do their jobs something sad might happen.

One responsibility doctors have is ____________

____.

If they do not accept this responsibility _________

____.

One responsibility auto mechanics have is______

____.

If they do not accept this responsibility ________

RESOURCE RESPONSIBILITIES

One responsibility teachers have is ______________

____.

If they do not accept this responsibility ________

____.

Students also have responsibilities. Three responsibilities students have are ______________

____.

If they do not accept these responsibilities ____

____

____

____.

All workers have responsibilities.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Relationship Skills

STUDENT OBJECTIVE/OUTCOME: The student will discuss the interdependency that people share.

PROCESS/ACTIVITIES: SECRET PAL-The students draw names from a hat. The name each student draws becomes his or her secret pal for the day. Students are not to reveal their secret pals until the end of the day. During the day students are to do something nice or special for their secret pals. They must do these things in such a way that their secret pals do not know who their benefactors are. Listen for the students who complain that they do not like their secret pals. Admittedly, we don't like all the people in the world. But those feelings may disappear as we begin to look for their good points. Use this opportunity to explain the concept of first impressions. Talk about things secret pals can do for one another: include one another in games, draw pictures for each other, make things for each other, write pleasant notes for each other, help one another, say pleasant things to each other, give sincere praise, and give needed encouragement. During the day you might want to mention things you see secret pals doing for one another. This will help children remember that the activity is still under way. Your comments will also help to reinforce students' positive actions toward each other.

EVALUATION: Group feedback

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Relationship Skills

STUDENT OBJECTIVE/OUTCOME: The student will choose appropriate times to communicate.

PROCESS/ACTIVITIES: Discuss with the students the importance that timing plays in the way people respond to each other. Ask them to imagine how they would respond to you if you wanted one of them to run an errand at the same time he/she was supposed to be working in the cafeteria (or the office or safety patrol). How would the student's response be different if you asked for help when that student had some free time? Ask them to imagine how you might respond if you were talking with a parent and one of them interrupted to ask for help with an assignment. How might you respond if the student asked you for help when you weren't busy or talking to anyone? Direct the class to listen to each section of the following scripts and predict the responses that can be expected in each situation. What does each person feel? What does each want? What might happen next? Why? After the scripts have been read and discussed, ask for volunteers to show how to deal with timing in the following situations: You need to talk to the principal. Her door is open, but she is busy writing. You want your mother to write you an absence excuse because you were sick yesterday. Your mother is talking on the telephone. You want your friend to come over to your house this afternoon. He is in the middle of a soccer game. You want your sister to go next door on an errand for you. You are in a hurry. Your sister is playing with one of her friends. You are supposed to pick up homework for a friend who is sick. Every time you think about it, your teacher seems very busy.

EVALUATION: Student participation

RESOURCE TIMING SCRIPTS

SCENE: 1(a)
Mr. Santos has just given a lesson about fractions. The worksheets on that lesson are now being distributed to the students.

Mr. Santos:
Please raise your hand if you need any help with the page of fractions. I'll get to each of you as quickly as I can.

Student:
(pleasant tone of voice) Mr. Santos, I checked this spelling word that you marked wrong last week on my spelling test, and it is spelled correctly. Would you please look at it and change my grade?

1(b)

Mr. Santos:
Please raise your hand if you need any help with the page of fractions. I'll get around to each of you as quickly as I can.

Student:
Mr. Santos, could I talk with you a few minutes sometime later today? I need to see you about my spelling test.

SCENE: 2(a)
In the kitchen at Annette's house. Annette's mother is expecting company for dinner at 6:00. It's 5:30 and she is hurrying to get ready.

Mother:
Annette, please set the table for dinner. Our company will be here soon.

Annette:
Mother, may I spend the night Friday at Louise's? And then may I have some money to go shopping Saturday?

2(b)

Mother:
Annette, please set the table for dinner. Our guests will be here soon.

Annette:
I know you're busy, but do you have a minute to talk about this weekend? Or shall I wait until after dinner to ask you something?

SCENE: 3(a)
Mr. O'Gill is teaching a reading lesson to a group of students. They are talking about the story they just read.

Mr. O'Gill:
If you were Jane in this story, what might you do differently from the way Jane did it in the story?

Student:
Mr. O'Gill, may I change desks? I want to sit by my friend, Don.

SCENE: 3(b)
Mr. O'Gill is excusing the class for recess. Most of the students are leaving the room.

Student:
Mr. O'Gill, could I talk with you a minute?

Mr.O'Gill
Yes, this is a good time. What can I do for you?

Student:
I would like to change desks so that I may sit with Don. May I do that?

SCENE: 4(a)
Dad has just started to take a shower. Lou knocks on the bathroom door.

Lou
Dad! Hey Dad! Dad! (Dad turns off the shower.)

Dad:
What's the matter, Lou?

Lou:
Dad, do you want me to fix you a cup of coffee?

SCENE: 4(b)
Dad comes from the bathroom after having taken his shower. Lou knocks on his bedroom door.

Lou:
Dad, would you like me to fix you a cup of coffee?

(From GAMES CHILDREN SHOULD PLAY)

RESOURCE FEEDBACK

This week I remembered to use good timing when I...

This week I was courteous when I...

I am going to use courteous words when I...

Name____

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Relationship Skills

STUDENT OBJECTIVE/OUTCOME: The student will demonstrate use of the word, "I" in ownership of feelings and thoughts.

PROCESS/ACTIVITIES: A critical step toward becoming responsible for one's own actions and decisions is accepting responsibility for one's feelings and thoughts. Too often individuals speak in second or third person. "You make me angry" and "Everyone is upset about the cafeteria food" are typical of language patterns which transfer responsibility from the speaker to another person. "I am becoming angry" and "I dislike the cafeteria food" are straight-forward, responsible statements. Probably the most valuable way in which children learn to say "I" is from the modeling of adults. A counselor's effort to communicate his/her feelings by speaking in the first person provides children with a powerful example. The following lessons encourage students to own their feelings rather than take refuge in generalizations. For the lessons to be effective, however, counselors will need repeatedly, throughout the year, to urge students to clarify their messages. The child who, in a class discussion, proclaims, "Nobody understands that silly rule" may be asked, " Who doesn't understand?" The student who insists, "That math book is too hard" may be prompted, "Do you mean, you didn't quite understand that chapter?" or "Do you mean, you would like some help with that page?" Explain to the class that often when people speak about themselves and their own feelings, they hide by talking about someone else. For example, they will say "Everyone thinks..." when they mean "I think..." or "Nobody likes..." when they mean "I don't like..." or "You make me feel..." when they mean "I feel...." Direct the class to listen while two people (who have had a chance to rehearse) read each vignette from the script. At the end of each vignette, ask the students what the second speaker in each scene really meant. Choose a volunteer to reword the statement by beginning with the word "I." MATERIALS: Two copies of script (From GAMES CHILDREN SHOULD PLAY)

EVALUATION: Student participation

4-10

RESOURCE SAY "I"

EXAMPLE

A:
I would like you to turn in your division homework.

B:
Nobody understands this assignment. It's too hard. Nobody could do it.

A:
Do you mean that you don't understand this assignment?

B:
Yes, I don't understand this assignment and I need some help on it.

I.

A:
What's going on back there at that table?

B:
Make Joey stop hitting me. He's always doing something to bother me.

II.

A:
I hear you didn't finish your lunch today. Is that right?

B:
Nobody likes tomatoes. Why do they keep serving tomatoes in the cafeteria?

III.

A:
I noticed you haven't been participating in the reading group lately. Is anything wrong?

B:
Well, when you can't read out loud very well, you feel kind of embarrassed.

IV.

A:
Have you had a problem with the playground supervisor?

B:
Everybody thinks he's unfair.

V.

A:
How did that fight get started this morning?

B:
Well, he makes me so angry! He gets me all upset.

VI.

A:
You seem to be upset about something

B:
You make me so mad because you aren't fair to people here.

VII.

A:
I have been wondering why you didn't want to run for class office this year.

B:
Oh, it makes me too nervous to do that.

VIII.

A:
What would you like to do at our party?

B:
Some people like to play games.

(From GAMES CHILDREN SHOULD PLAY)

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Relationship Skills

STUDENT OBJECTIVE/OUTCOME: The student will demonstrate use of the word "I" in ownership of feelings and thoughts.

PROCESS/ACTIVITIES: Review the preceding lesson by stressing the need for each person to take responsibility for his/her own feelings and opinions. Encourage the use of "affect" or "feeling words" when describing feelings. Often words that describe feelings are confused with phrases that tell what a person thinks, for example, "I am eager to go," or "I think that we should go," not "I feel that we should go." The clues are that "feeling words" are usually single words and "think words" are usually followed by phrases. Divide the class into groups of no more than six students. Have each group select a secretary. Ask each group to complete the following worksheet. When most groups have completed the task, reconvene to discuss responses. The rewritten phrases should be judged on how they communicate ownership of feelings and acceptance of responsibility. At the conclusion of the lesson, direct students to each give you an "I Message" as they leave the room. MATERIALS: One copy of SAY "I" for each group of students. (From GAMES CHILDREN SHOULD PLAY)

EVALUATION: Student participation

4-11

RESOURCE

SAY "I"

Directions: Change each of these sentences so that the speaker takes responsibility for his/her feelings.

Example:	This stupid thing never works right!	I'm so frustrated because I never seem to be able to make this work!
1.	He makes me so mad when he teases me!	I'm feeling ... because he ...
2.	People get worried when they hear strange noises at night.	I get ... when I ...
3.	The teacher makes me nervous when he talks about tests.	I feel ... when ...
4.	It's frustrating to do fractions.	I ...
5.	You make me so upset!	I ...
6.	People irritate me when they talk about how much I've grown up!	
7.	It was a great day! Everyone was nice to me!	
8.	Sometimes my mother makes me so mad when she makes me take out the garbage!	
9.	People here don't play with us new kids.	
10.	Everyone gets upset sometimes.	
11.	You always know the answers!	

(From GAMES CHILDREN SHOULD PLAY)

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Relationship Skills

STUDENT OBJECTIVE/OUTCOME: The student will evaluate and explore methods of communicating with peers.

PROCESS/ACTIVITIES: 1. Explain that how we COMMUNICATE or express ourselves to others affects what we do, our behavior. For example: If we do not express our opinions, we sometimes allow others to make decisions for us. If we express our opinions too aggressively or forcefully, we may lose friends or make people unhappy. 2. Discuss how to talk assertively to express your own opinion. Look directly at someone as you speak. Begin statements with "I think" or "I feel" or "I disagree." Use a calm, interesting voice. 3. Discuss the importance of being a listener also. Model each behavior of the listener. Nod to indicate interest or involvement. Make open-ended statements to get more information. Restate the thoughts of the talker. Reflect the feelings expressed by the talker. 4. Distribute the handout "Communication Checklist." Tell students that they will watch a communication situation and decide if the listener and talker use good communication skills. Review the questions on the handouts. 5. Ask several students to role-play the following communication situation: (Requires two people) One person should say, assertively, that he or she is unable to help with the posters for the club meeting. The other person should play the role of the good listener. 6. Ask students to complete the handouts individually. Discuss the handouts with the group following the role-play. Focus the discussion constructively.

EVALUATION: The student will choose the correct answer to the following statement. To talk assertively with someone to express your own opinion, you should: a. begin sentences with "I think" or "I feel" or "I disagree," b. look directly at someone as you speak, c. use a calm, interesting voice, and d. all of the above.

RESOURCE

COMMUNICATION CHECKLIST

1. Did the listener nod his/her head (or some such non-verbal activity) to indicate his/her interest and involvement most of the time?

   _____YES ____SOMETIMES ____NOT VERY MUCH

   Are there any suggestions you want to make?

2. Did the listener make open-ended statements to get more information?

   ____YES ____NO

   Are there any suggestions you want to make?

3. Did the listener restate the thoughts of the talker to make sure he/she accurately heard what the person was saying?

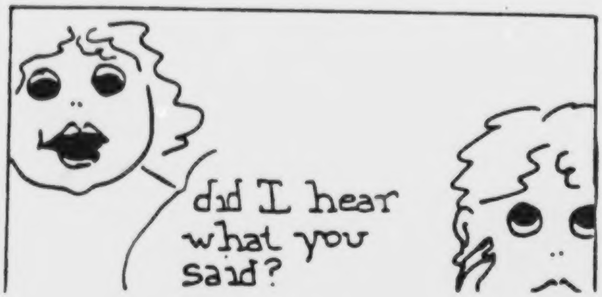
   ____YES ____NO

   Are there any suggestions you want to make?

4. Did the listener reflect the feelings that he/she expressed by the talker to check them out?

   ____YES ____NO

   Are there any suggestions you want to make?


did I hear what you said?

RESOURCE

COMMUNICATION CHECKLIST

1. Did the person who did the talking look directly at the listener most of the time?

____YES ____SOMETIMES ___NOT VERY MUCH

Are there any suggestions you want to make?

2. Did the talker make "I" statements about his/her thoughts most of the time?

____YES ____SOMETIMES ___NOT VERY MUCH

Are there any suggestions you want to make?

3. Did the talker make "I" statements about his or her feelings most of the time?

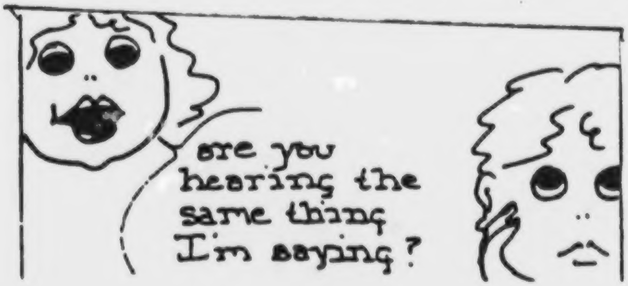
_____YES ____SOMETIMES ____NOT VERY MUCH

Are there any suggestions that you want to make?

4. Did the talker use a calm, interesting voice?

____YES ____SOMETIMES ____NOT VERY MUCH

Are there any suggestions that you want to make?


are you hearing the same thing I'm saying?

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Resolving Conflicts

STUDENT OBJECTIVE/OUTCOME: The student will explain the role of conflicts in his/her daily life and will learn techniques for dealing with conflicts.

PROCESS/ACTIVITIES: The counselor makes the following introductory comments: a. Conflicts (fights, arguments, and strong disagreements) are a normal part of everyday living. b. Conflicts often occur because people want things to go their way without considering the feelings, needs, wants, and concerns of others. c. Managing our conflicts can be difficult unless we learn better ways of dealing with them. Explain that name calling may cause many conflicts among school children. Read the poem "The Incident" and ask the students to listen and give their reactions. Ask students how they think the person in the poem felt. Ask the students what they think the person in the poem did about being called a "nigger." Ask the students how they would feel if they were in the person's place. Ask students what other negative names children call one another. Ask students what are some alternatives to becoming angry and fighting when they are called negative names. Ask students to role play examples of positive alternatives that may be used when they are called negative names.

EVALUATION: Counselor observation of student responses

RESOURCE

INCIDENT
by Countee Cullen

Once riding in ole Baltimore,
Heart-filled, head-filled with glee,
I saw a Baltimorean
Keep looking straight at me.

Now I was eight and very small.
And he was no whit bigger.
And so I smiled, but he poked out
His tongue, and called me, "Nigger."

I saw the whole of Baltimore
From May until December;
Of all the things that happened there
That's all that I remember.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Resolving Conflicts

STUDENT OBJECTIVE/OUTCOME: The student will generate a list of qualities of successful groups.

PROCESS/ACTIVITIES: 1. Have a class discussion about groups. Brainstorm to determine a definition for the word "group" (e.g., 2 or more people). Explain that groups can vary. Some groups of people are organized and have a name, like the New Orleans Saints football team. Other groups just happen because of the time or place (i.e. people who are at a show, people in the park, people who live in a certain state, etc.). 2. Ask the children to write down a least ten groups to which they belong. Remind them that groups do not have to be organized or have names. For example, their list could include: ride bus 10, have black hair, Mrs. Jones' class, 4th grade, Bumble Bee Readers, church group. Share and discuss the lists. 3. Talk about group process and group task. Group process refers to the way the members of the group work or play together. How do they communicate? Is there a leader? Does each member cooperate? Group task refers to the job a group has undertaken (i.e., writing a play, cleaning the playground, etc.) Ask the students: "Have you been involved in any group task today? This week? What were they?" Ask the children to use the group process to think of at least five group tasks. 4. Tell each student that he or she is going to develop an imaginary group. The group can be organized, like Boy Scouts, or it can be a task group, such as planning a party. In developing the group, the student is to describe his/her group by answering the following questions: (write these on the board) a. Does the group have a name? b. Who belongs to the group? c. How does one become a member of the group if one wishes to join? d. What does the group do? e. Is there anything about this group which makes it different from other groups? f. Why would you want to belong to the group? g. Does the group have a leader? h. Do people of all ages belong? i. List any rules of the group. 5. Share and discuss with the class. Ask: a. Did any of the groups appeal to you? b. What did you like about it? c. What makes a group successful?

EVALUATION: List three qualities needed for a group to be successful. (Communication, cooperation, respect, and group process)

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Effective Decisions

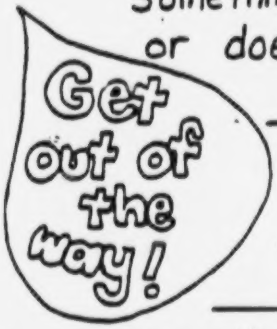
STUDENT OBJECTIVE/OUTCOME: The student will recognize how decisions influence his/her life.

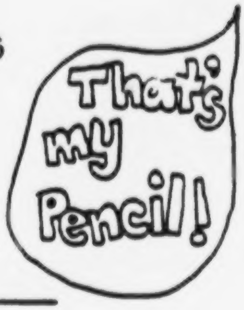
PROCESS/ACTIVITIES: Have students make a time line listing important events in their lives. Students should look at their important life events as turning points at which critical decisions were made. Have students prepare time lines. Distribute a sheet of 12" x 18" drawing paper. Have them turn the paper so an 18" side is at the bottom. At the left side of the paper they will write "birth." At the right side they will write "present" and will spread the numbers of the ages evenly between the two points. Under each number they can write their important turning points. Remind them that events they are listing are events that changes lives. Now under each critical decision point write the name of the person or persons who first decided it should happen: "Whose idea was it?" Now on the back of the paper have the students list those persons whose decisions have affected their lives. Then ask students to give you the names as you write and tally them on the chalkboard. In conclusion, point out that decisions made by ourselves and decisions made by others do influence our lives. You may want to allow students to take the time lines home. Some parents may enjoy talking about their children's past events. (Alternate activities follow.)

EVALUATION: The student should describe two decisions he/she made in the past, describe two decisions made by persons having authority, and discuss how decisions made have influenced their lives physically, intellectually, emotionally, and/or socially.

What could YOU do if....

Something another student says or does upsets you?


Get out of the way!


That's my Pencil!

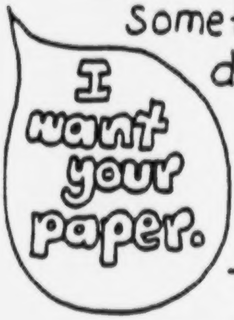
____

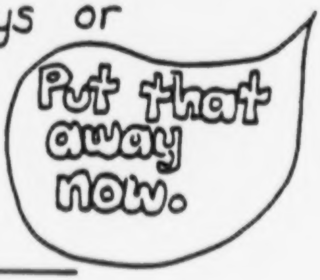
____

____

____

Something the teacher says or does upsets you?


I want your paper.


Put that away now.

____

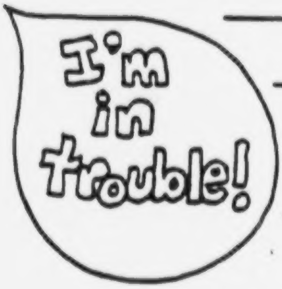
____

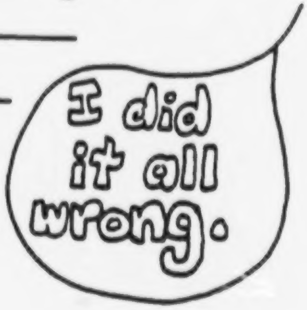
____

____

Something you do upsets you?

____


I'm in trouble!


I did it all wrong.

____

____

____

RESOURCE MAKING EFFECTIVE DECISIONS

Problem	How I Feel	What I Do	What Could Be Different
Someone makes faces at me			
Someone hits me			
Someone hits my friend			
my pencil is lost			
Someone pushes me on the bus			
Someone takes my paper			
I hit someone			

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PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Effective Decisions

STUDENT OBJECTIVE/OUTCOME: The student will "Say No" as a coping strategy for stress.

PROCESS/ACTIVITIES: Explain that many times individuals are in stressful situations because they find it hard to make a decision about what to do. Role play the various situations on the activity sheet. Have each student complete the activity sheet.

EVALUATION: Completed activity sheets and counselor observation

RESOURCE LEARN HOW TO SAY NO

Activity Learn How to Say "No" Activity

Are you pretty independent? Can you stand up for yourself? Or do you usually go along with the crowd? It's important to know how to say "no" — that is, to know how you want to act in a certain situation and then do it — even if others are putting pressure on you to follow along with them. For example, if you are in a store with your friends and they think it would be fun to steal something, you can say you don't want to steal. You can leave the store.

Read the situations described below. Then write down how you would react in each situation.

Just say no.

1. Your class is taking an exam. A friend signals to you — he wants to copy one of your answers. You don't let him and he is angry with you afterwards. What do you say?

____

____

____

2. A group of your friends wants to play a trick on a handicapped student. They want you to join in but you feel it's wrong. What do you do?

____

____

____

3. You are at a party where some kids are drinking alcoholic beverages. Some of the kids are teasing you because you don't want to have any alcohol. What do you do?

____

____

____

4. The older sister of one of your friends has some marijuana. She wants you and your friend to have some. She says, "C'mon, try it. It will make you feel really cool. Just this once won't hurt you." You really don't want to try it but your friend does. What do you do?

____

____

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4-17

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Applying Effective Study Skills

STUDENT OBJECTIVE/OUTCOME: The student will become a better listener.

PROCESS/ACTIVITIES: Go over worksheet "How to Listen" and then read a story for the students to complete part A. Have them listen to a newscast at home and write what they remembered from it.

EVALUATION: Counselor observation

RESOURCE

HOW TO LISTEN

How many times have you become aware in class that the teacher has said something, such as secondly, therefore, thus, on the other hand, or finally; and you realized that you have missed something important that was said before?

Why are you going to school? You may reply, "To get an education." This is true. Mostly you are going to listen. If an education is all you are after, you could obtain your books and go home and read them. Why bother to go to school? The teachers have much to say that will clarify what you read, so the real reason you go to school is to listen.

Now is the time to learn to listen. Each year as you progress in school, you will be given more and more orally communicated information which you must remember. By the time you get to college, more than half of your knowledge will be derived from listening.

Never forget, everyone knows something that you don't know. Very few, perhaps none, of the people you know will ever put their information into a book for you to read. Their information will never come to you if you won't or can't listen.

Here are a few suggestions for better listening.

1. **Be prepared to listen when the speaker begins. Usually the main idea comes at the beginning; and if you miss it, you may not understand anything that follows.**
2. **Watch the speaker. If you are trying to watch television, a classmate making paper boats, or the formation of clouds, you cannot give your full attention to the speaker.**
3. **Try to listen for directions. If you don't listen properly, you may lose a lot of time doing ten problems instead of the tenth problem!**
4. **Be sure to take notes. It is impossible to take notes without listening. By forcing yourself to take notes, train yourself to listen.**
5. **Don't let yourself wander down side paths with your thinking. How often have you blushed in class when you found out the question you asked had been answered a few minutes before and you had not heard it?**
6. **Try to listen understandingly and thoughtfully. If you don't understand the point the speaker is trying to get across, ask questions. Sometimes these questions will have to wait until the speaker is finished. In that case take notes so you can ask intelligent questions.**

A Write as many facts as you remember from the most recent lecture you heard a teacher give.

B Write the important facts covered in a recent newscast that you heard.

BEST COPY AVAILABLE

RESOURCE

ANALYZING MY STUDY HABITS

STUDY HABITS	YES	SOMETIMES	NO
1. Do I know the assignment exactly?			
2. Do I keep an assignment notebook?			
3. Do I have definite hours set aside for study?			
4. Do I have trouble getting started?			
5. Do I make notes of the important points in the assigned material as I study?			
6. Do I have a definite place at home set aside for study?			
7. Do I review my lession briefly before going to class?			
8. Do I complete assignments on time?			
9. Do I collect the necessary materials before I begin to study?			
10. Do I waste time?			
11. Do I find myself daydreaming while I study?			
12. Do I check over major topical headings before reading the material that follows?			
13. Do I recall main points as I study?			
14. Do I have confidence in my ability to master the subject matter?			

How may I improve my study habits?______________________________

____

____

____

____

____

RESOURCE

STUDY SKILLS CHECKLIST

Are you making good grades in school? Are you living up to your abilities? If you have high abilities but make low grades, it might be because you don't know how to study. On this sheet you can rate yourself in a number of important areas as well as relate those skills to the world of work.

Study Skills	I Rate Myself			Examples of use in the World of Work
	high	average	low	
Listening in class				
Outlining				
Notetaking				
Use of reference material				
Memorizing				
Organizing material for study				
Budgeting time for study				
Preparing assignments				
Reviewing				
Concentrating				
Preparing for tests				
Reading speed				
Reading comprehension				

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Applying Effective Study Skills

STUDENT OBJECTIVE/OUTCOME: The student will explain why listening is important in learning and will know good and bad listening habits.

PROCESS/ACTIVITIES: Remind students that most of what we learn at school is learned through listening. By knowing good and bad listening habits and by practicing good habits, we can improve listening skills. Give the students the sheet "Good Listening Habits" and "Bad Listening Habits" and discuss.

EVALUATION: Read aloud a short passage and then ask two or three questions based on the material.

RESOURCE 10 GOOD LISTENING HABITS

1. Listen for practical and worthwhile ideas.
2. Concentrate on what is being said, not how the speaker talks.
3. Hear all the speaker has to say before you evaluate what he has said.
4. Listen for concepts or main ideas, not just for facts.
5. Be a flexible note taker.
6. Don't fake attention. Pay attention!
7. Don't allow distractions to interrupt your valuable concentration.
8. Do not "tune out" if the material seems hard to understand.
9. Do not allow emotion-laden words or phrases to upset you and disrupt your trend of thought.
10. Use your thought rate to advantage. Keep ahead of the speaker; try to guess his/her next point.

10 BAD LISTENING HABITS

1. Calling subjects uninteresting.
2. Criticizing speaker's delivery, voice, or accent.
3. Getting over-stimulated.
4. Listening only for facts.
5. Trying to make an outline of everything you hear.
6. Faking attention to the speaker.
7. Tolerating or creating distractions.
8. Avoiding difficult or new material.
9. Letting emotion-laden words tune you out.
10. Wasting the difference between speech speed and thought speed.

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Setting Goals

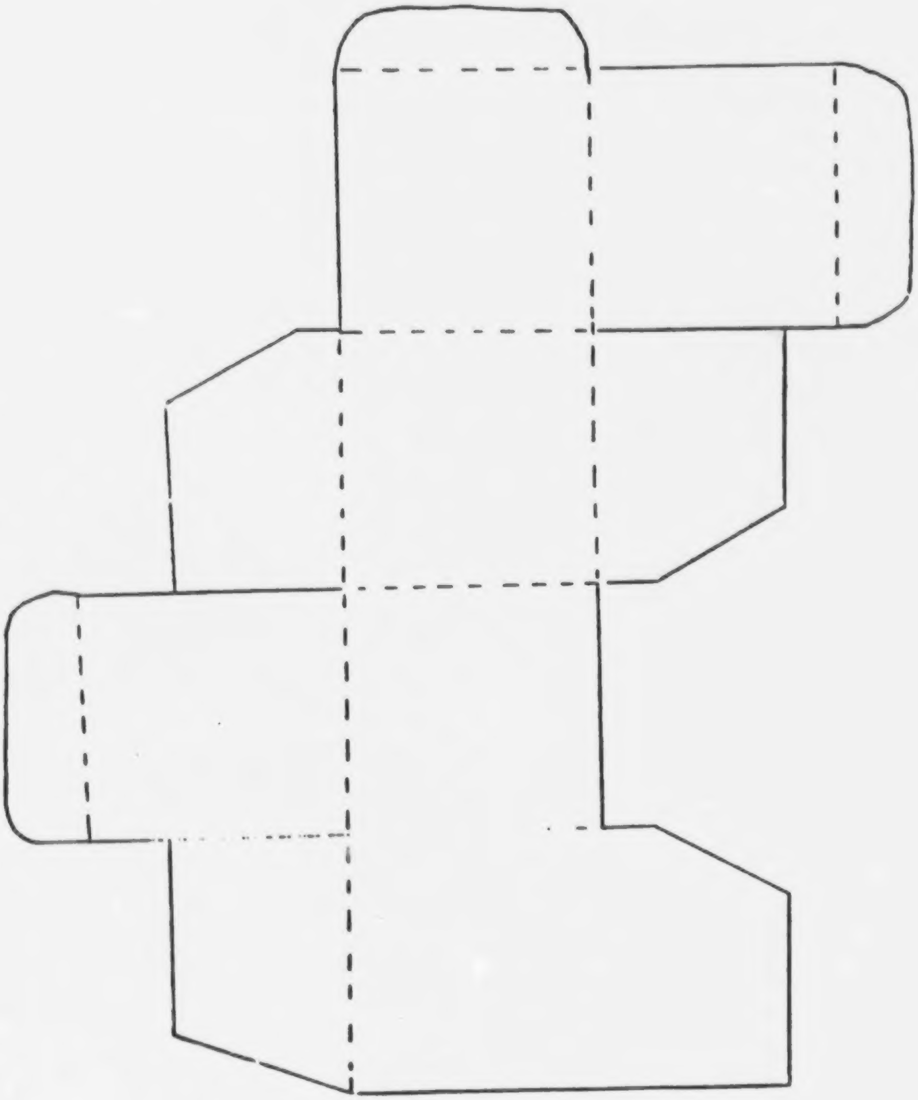
STUDENT OBJECTIVE/ACTIVITIES: The student will show how taking steps toward a goal can help him/her maintain control of his/her school work.

PROCESS/ACTIVITIES: Remind students of the "Little Engine That Could," breaking goals down into small steps (an inch at a time, a small step at a time). Look at big things as a bunch of small steps. The dice game in which you make a box with a goal written on each side would be a good game. Roll die to determine the goal and have students come up with small steps to meet the goal. Then discuss how goal setting can help you maintain control in your environment.
MATERIALS: Resource page to make into die

EVALUATION: Student participation

RESOURCE GOAL DICE

Cover both completed dice with clear adhesive paper to preserve them. Learners can roll the die or spin it by pressing on the top edge nearest them. This helps to keep the die off the floor.



EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Learning Effectively

STUDENT OBJECTIVE/OUTCOME: The student will recognize that people learn in different ways.

PROCESS/ACTIVITIES: Brainstorm, using the question, "How do you learn best?" List the responses on the board. Continue until there are items to compare such as "Johnny learns best by himself, but Mary prefers to learn with others." Point out that people learn in different ways. Have each person complete the Learning Style Inventory.

EVALUATION: Ask each student to write a short paragraph, "How I Learn Best," and ask volunteers to read paragraphs aloud.

RESOURCE LEARNING STYLE INVENTORY

NAME____

_____1. How do you study best?

A. When it is quiet
B. With a little noise
C. With the radio or TV on

_____2. How do you like to learn new things?

A. By reading
B. By listening
C. By looking
D. By touching
E. By playing games

_____3. Where do you study best?

A. In the classroom
B. In the library
C. At home

_____4. How do you like to work?

A. Alone
B. With a friend
C. In a small group
D. In a large group

_____5. How do you complete your work?

A. All at one time
B. A little at at time
C. I rarely finish what I do

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Gaining Test Taking Skills

STUDENT OBJECTIVE/OUTCOME: The student will recognize and deal with stress as it relates to test taking and other situations.

PROCESS/ACTIVITIES: Introduce the term STRESS to the class. Explain that stress describes feelings of anxiety, nervousness, anger, confusion, and irritability that can interrupt our daily activities. Everyone feels stress at times. It is part of life. Stress can be very frightening. Discuss potentially stressful situations with the students. The list could include: taking a test, learning a new skill, moving to a new town, the death of a pet, breaking something that belongs to someone else. Explain to the students that stress affects the whole body. Our bodies give us clues when we are anxious (e.g., upset stomach, headaches, tiredness, sleeplessness, inability to eat). It is important to recognize these signs of stress and to find ways of coping with the things that are causing stress. Remind the students that everyone feels stress at times and that stress can be harmful unless it is dealt with effectively. Explain that there are many ways of coping with stress (e.g., talking with a friend, parent, relative, teacher, counselor; participating in an activity you enjoy: music, baseball, swimming, painting, etc.)

EVALUATION: The student will give an example of how someone might cope with the following stressful situations: taking a test, moving to a new school, and losing a friend's jacket.

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Forming a Career Identity

STUDENT OBJECTIVE/OUTCOME: The student will explain why people work and state different kinds of rewards people receive such as money, personal satisfaction, and helping others.

PROCESS/ACTIVITIES: Brainstorm to answer the question, "Why do people work?" Write all responses on the board. Explain that most people work for food, clothing, and shelter for themselves and their families. Many people work to do things for others and because they like what they do.

EVALUATION: Ask each student to tell one reason why people work.

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Planning for the Future

STUDENT OBJECTIVE/OUTCOME: The student will project his or her future and imagine what his/her life might be like at age 25.

PROCESS/ACTIVITIES: The counselor reads the following paragraph: I want you to answer some questions about yourself. Suppose we had a time machine that could take us into the future. Imagine a trip that takes you to the age of 25. You've been out of school for a few years. You're still young, but your life is pretty much established. I'm going to ask some questions about your future. Tell me how you hope it's going to be when you're 25 years old.

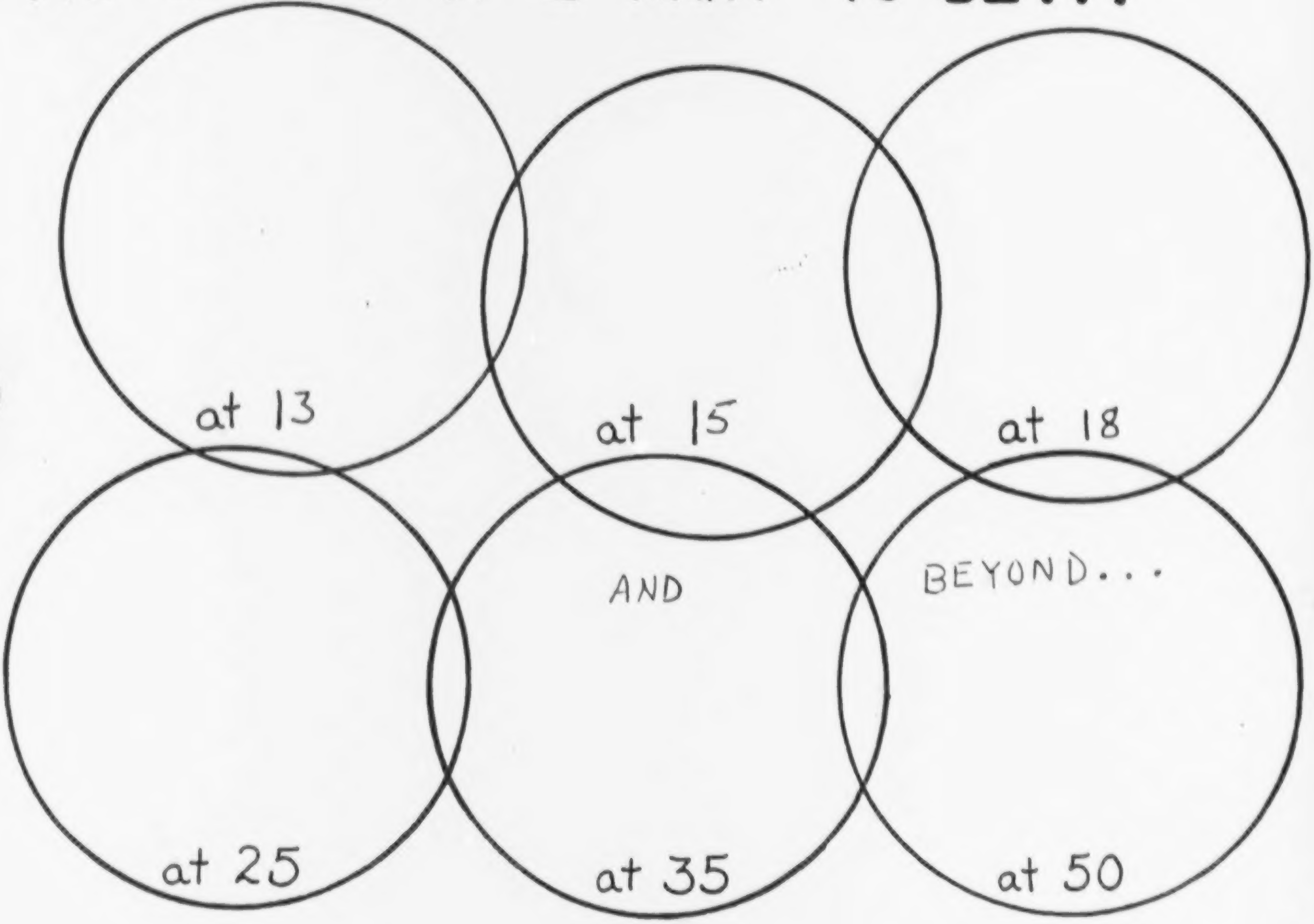
1. Are you married?
2. Do you have children? How many?
3. What kind of house do you live in?
4. What kind of car do you own?
5. What kind of job do you have?
6. What are two of your hobbies when you are 25?
7. Tell me two things you own that you always wanted.
8. Will you be satisfied with what you've accomplished with your life?
9. What will you have to do in order for your future dreams to come true?

EVALUATION: Student participation and completed worksheet

RESOURCE

I WANT TO BE

AS I GROW UP I WANT TO BE...


at 13
at 15
at 18
AND
BEYOND...
at 25
at 35
at 50

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Planning for the Future

STUDENT OBJECTIVE/OUTCOME: The student will discuss how school subjects may prepare him/her for jobs in the future.

PROCESS/ACTIVITIES: Match careers with the academic skills used. Examples: Truck Driver - reading street signs and maps, calculating expenses; Waitress - calculating bills, writing down orders; Nurse - telling time, measuring medicine, reading charts, reading thermometers; Store Clerk - counting money, making change, reading instructions.

EVALUATION: The student will identify a job that uses five academic skills.

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Combating Career Stereotyping

STUDENT OBJECTIVE/OUTCOME: The student will demonstrate an understanding of male/female roles, will define stereotypes, and will give examples of stereotypes.

PROCESS/ACTIVITIES: Use drawings done earlier by students or pictures from magazines. Showing picture of auto mechanic ask, "Could Mary do this job?" Display a picture of a nurse and ask, "Could Bill do this job?" Continue with several pictures, asking whether girls can do traditionally male jobs and vice versa. Explain that a stereotype is an idea that we have based on tradition or habit rather than on true differences. Mechanics always being men and nurses always being women are examples of stereotypes. Develop the discussion along the lines that most jobs could be done by either sex. Then display pictures of men and women in non-traditional roles and comment on these. MATERIALS: Pictures showing traditionally male and female careers, pictures of men and women in non-traditional roles.

EVALUATION: The student will define stereotype and give examples.

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Combating Career Stereotyping

STUDENT OBJECTIVE/OUTCOME: The student will learn more about traditional and non-traditional careers by participating in a career awareness exercise.

PROCESS/ACTIVITIES: Hand out copies of the Career Shopping List and pencils to the students and read the Instructions for Counselors. Discussion: Ask the students which two (2) careers they liked the most? Why? Ask the students which two (2) careers they liked the least? Why? Ask the students to indicate which careers they need more information about? Ask the students to describe the work performed in some of the careers on the Career Shopping List. Encourage the students to seek more information about some of these careers. Ask which girls liked the career of building contractor. Ask which boys liked the career of Interior Designer. Continue discussion with non-traditional careers to show that anyone can choose any career.

EVALUATION: Completed list

4-26

RESOURCE CAREER SHOPPING LIST

INSTRUCTIONS FOR COUNSELOR: Ask the students to think about all the careers or jobs they may want to enter as adults. Explain to the students that the Career Shopping List includes many interesting and important careers and jobs. Read slowly the directions at the top of the Career Shopping List. Explain to the students what the words like, dislike and unsure mean. Ask the students to begin placing checks next to each career on the Career Shopping List under the answers like, dislike, unsure, or need more information. The students should be given 15-20 minutes to place checks next to the careers on the Career Shopping List.

RESOURCE

CAREER SHOPPING LIST

DIRECTIONS: Place a check ( ) next to each of the following careers based on whether you like it, dislike it, are unsure about it, or need more information about it.

LIST OF CAREERS	LIKE	DISLIKE	UNSURE	NEED MORE INFORMATION
Salesperson				
Pharmacist				
Printer				
Psychiatrist				
Military Officer				
Police Officer				
Mathematician				
Interior Designer/ Decorator				
Building Contractor				
Clergyperson				
Forester				
Ecologist				
Airline Flight Attendant				
School Superintendent				
Director Community Organization				
Personnel Director				
Telephone Operator				
Physical Therapist				
Dentist				

RESOURCE CAREER SHOPPING LIST

LIST OF CAREERS	LIKE	DISLIKE	UNSURE	NEED MORE INFORMATION
Veterinarian	____	____	____	____
Nurse	____	____	____	____
Nutritionist/Dietician	____	____	____	____
Buyer	____	____	____	____
Purchasing Agent	____	____	____	____
Media Specialist	____	____	____	____
Dental Assistant	____	____	____	____
Biological Scientist	____	____	____	____
Physical Scientist	____	____	____	____
Medical Technologist	____	____	____	____
Speech Pathologist	____	____	____	____
Barber/Hairdresser	____	____	____	____
Author/Journalist/ Reporter	____	____	____	____
Art Dealer	____	____	____	____
Florist	____	____	____	____
Musician	____	____	____	____
Artist	____	____	____	____
Entertainer	____	____	____	____
Funeral Director	____	____	____	____
Travel Agent	____	____	____	____
Farmer	____	____	____	____
Model	____	____	____	____

RESOURCE

CAREER SHOPPING LIST

LIST OF CAREERS	LIKE	DISLIKE	UNSURE	NEED MORE INFORMATION
Translator/Interpreter	____	____	____	____
Teacher	____	____	____	____
Banker	____	____	____	____
Librarian	____	____	____	____
Bank Teller	____	____	____	____
Bookkeeper	____	____	____	____
Secretary	____	____	____	____
Occupational Therapist	____	____	____	____
Community Recreation Administrator	____	____	____	____
Social Scientist	____	____	____	____
Economist	____	____	____	____
Accountant	____	____	____	____
Computer Programmer	____	____	____	____
Advertising Agent	____	____	____	____
Engineer	____	____	____	____
Architect	____	____	____	____
Counselor	____	____	____	____

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Analyzing Skills and Interests

STUDENT OBJECTIVE/ACTIVITIES: The student will list several attitudes necessary for job success and identify several personality variables about himself/herself.

PROCESS/ACTIVITIES: Each student will individually list traits. The counselor will prepare a chart listing the traits each child has developed. This chart will be used for group discussion. Divide children into pairs. Have each child list and later share with the whole group several personal traits about his/her partner that would help that person be successful in a job.

EVALUATION: The student will name two attitudes necessary for job success and will name one or more personal characteristics that will help him/her be successful in a job.

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Analyzing Skills and Interests

STUDENT OBJECTIVE/ACTIVITIES: The student will explain in a paragraph or in a class discussion how one's career aspirations need to be related to one's skills and interests.

PROCESS/ACTIVITIES: Have students hang pictures of workers on bulletin board. Type an index card with the name and duties of each job shown in the pictures. Have students match cards and pictures. Have students list jobs of interest. Collectively discuss the job requirements and working conditions as well as interests, abilities and personal traits needed for success in each job. Discuss the consequences of inadequate interest, ability or personal traits.

EVALUATION: In a paragraph or class discussion the student will show the relationship between one's career aspiration and skills needed for that job.

GRADE FIVE

PERSONAL/SOCIAL: Learning to Live

GOAL: Gaining Self-Awareness

STUDENT OBJECTIVE/OUTCOME: The student will identify personal characteristics he/she values and identify his/her abilities.

PROCESS/ACTIVITIES: Introduce the form of cinquain poetry
(a) 1st line - 1 word - Noun
(b) 2nd line - 2 words - Descriptive words
(c) 3rd line - 3 words - "ing" words
(d) 4th line - 4 words - Phrase
(e) 5th line - 1 word - Noun renaming the first noun.

Johnny
Intelligent, funny
Laughing, giving, sharing
Loves baseball and basketball
Athlete

Write a cinquain together about someone all students know for practice. Students will write their own cinquain focusing on personal qualities they value. Variation: Choose occupation for last word of the cinquain and make the words match accordingly.

EVALUATION: Observation and student discussion

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Gaining Self-Awareness

STUDENT OBJECTIVE/OUTCOME: The student will develop an understanding of what he/she values and recognize actions that indicate values.

PROCESS/ACTIVITIES: Introduce this activity by presenting a list of synonyms for the verb VALUE: cherish, protect, cling to, hold dear, prize, treasure, and think it is important. Ask for a few volunteers to use the word in a sentence. You might help by stating: "I frequently label places where things will go and then put them there. Can you tell that I think an orderly classroom is important?" Point out the difference in what class members report that they value. Tell the students that our actions give us clues about the kinds of things we value. Distribute copies of MATCHING and read with them item number one under "What I do freely." Ask the students to look in the column, "What I Value" to complete the sentences. Continue this way until all have finished. Process this activity by telling the students that we need to know what's important to us. We can find that out by looking at what we do without being told to do it. These actions frequently tell us what we think is important. Have the class name some of these actions. Have the students put names on their papers. Collect and store their completed sheets in their folders. Get them out in a few weeks or months. Let students examine them to see if their values have changed. Discuss changes. The supplementary page "Know Yourself" may be used to further illustrate this concept.

EVALUATION: The student will define value as something that is very important to a person, describe three values that other people appear to have and describe two of their own values.

RESOURCE MATCHING

Match by drawing lines.

	WHAT I DO FREELY	WHAT I VALUE
1.	I will do my jobs at home...	because I want to have friends.
2.	I will not spend my lunch money on candy...	because I want everyone to be honest
3.	I will send a friend a birthday card...	because my family is important to me.
4.	I will not lie for my friends...	because I want my parents to trust me.
5.	I will not litter...	because I respect the property of other people.
6.	I will not damage it...	because I feel everyone needs to be loved
7.	I will return the pencil I borrowed...	because I feel that we are all equal.
8.	I will do something for a lonely person...	because I feel that the environment needs to be clean.
9.	I will play a game by the rules...	because I like to play on the merry-go-round at recess.

RESOURCE

KNOW YOURSELF
VALUES

Know Yourself

Values

What is something you are good at doing? ______________________

____

What is something you have that you are proud of? ______________________

____

Who is someone you would like to be like—(your Hero)? ______________________

____

What kind of job would you like to have someday? ______________________

____

Where in the world would you like to go?

____

What do you have the most fun doing?

____

____

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Positive Attitudes

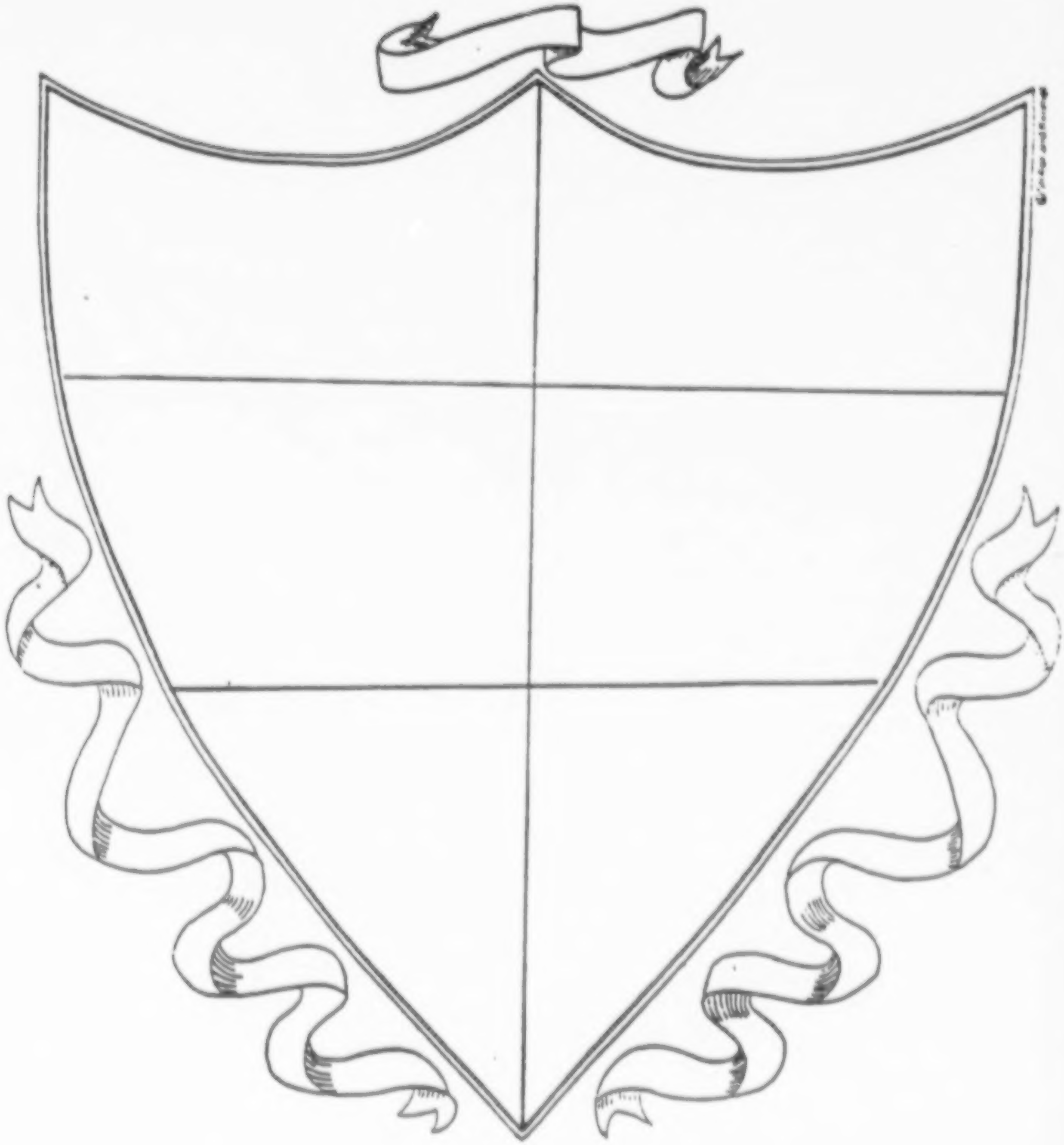
STUDENT OBJECTIVE/OUTCOME: The student will be able to identify some things he/she values and understand that he/she is unique.

PROCESS/ACTIVITIES: Have students fill in an outline with the following information: (1) Draw a symbol to represent your greatest success. (2) Draw a symbol to represent your family's greatest success. (3) Draw a place you dream about. (4) Draw two things at which you are good. (5) What would you do if you had one year to live and would be a success at anything you do? (6) In 1/2 the box write two words you would use to describe you and in the other 1/2 write two words you would not like used to describe you.
MATERIALS: Resource page - Coat of Arms, pencils

EVALUATION: Completed worksheet

RESOURCE

COAT OF ARMS



5-4

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

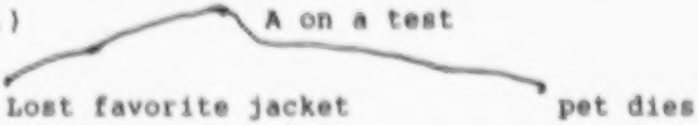
GOAL: Making Healthy Choices

STUDENT OBJECTIVE/OUTCOME: The student will recognize the connection between stress and feelings.

PROCESS/ACTIVITIES: Introduce the concept of "Peaks and Valleys" by drawing the following illustration on the board:

Tell students that we all experience times when we feel "up" or at the peak and when we feel "down" or in the valley. Ask for examples of both and write the example in the appropriate place on the drawing peaks and valleys.

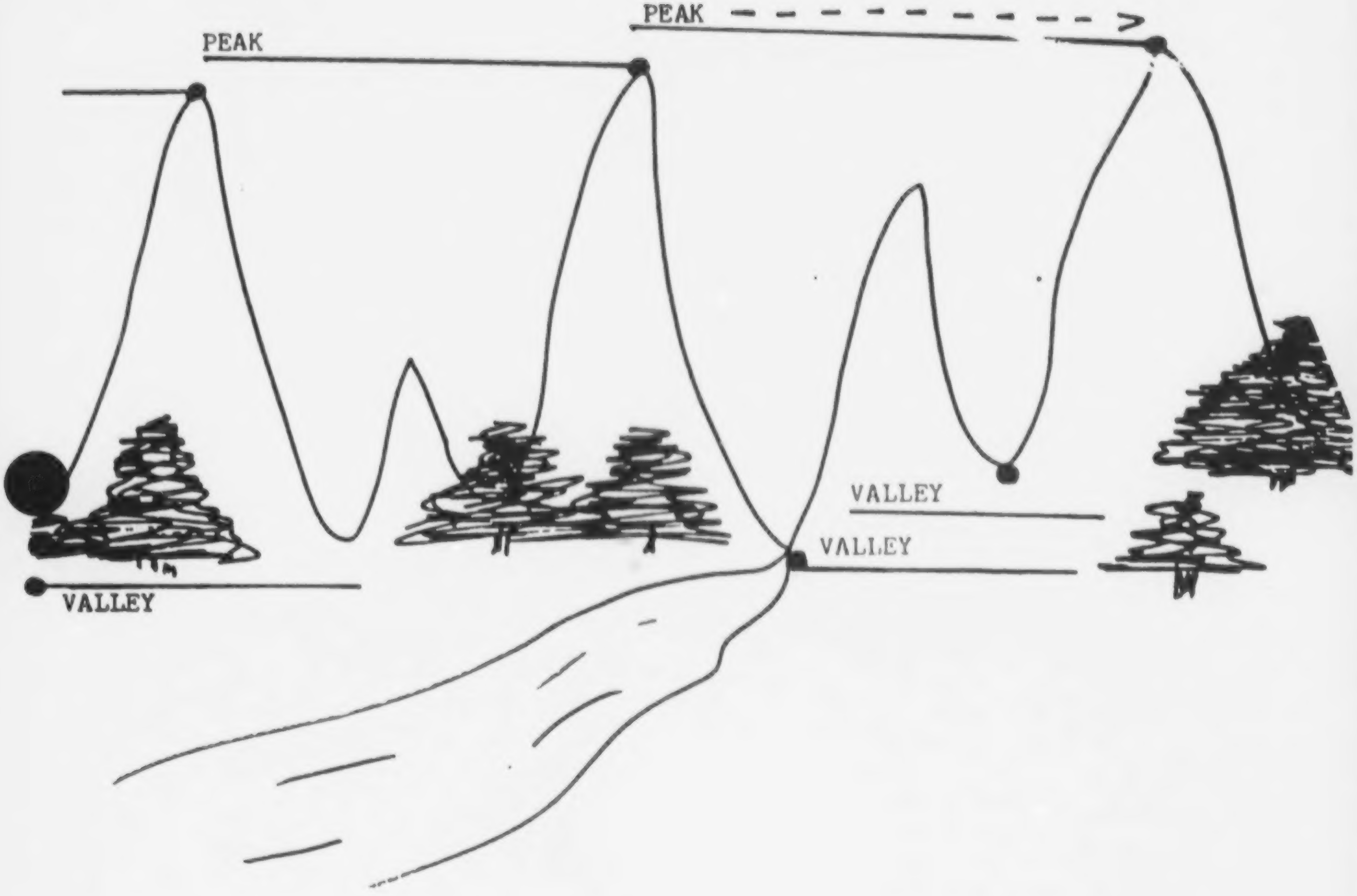
(e.g.,)



Distribute the handout "Peaks and Valleys." Ask students to think about recent situations in their life where they experienced "Peaks" and "Valleys." Label on the handout. Then write a feeling word associated with each situation beside the situation (e.g., written in a "Valley" got lost, scared). State, "Different situations lead to feelings which affect our mind and body. Stressful situations can lead to stressful feelings. We'll call this the 'Stress Connection'." Tell students that we can often change "Valleys" into "Peaks" by choosing a positive action. For example, Situation: Your best friend moves away. Valley: I feel so lonely and sad. I'll never have another friend. Change to Peak: I miss my friend but I'll make new friends. I think I'll ask the new student to sit by me at lunch. Distribute the handout, "Less Stress." Tell students to complete the handout individually. Discuss as a class. Ask students to share their ideas for ways to reduce stress.

EVALUATION: Name three possible signs that your body gives to tell you that you are under stress. Give an example of a stressful situation you recently experienced, and tell how you coped with the stress.

RESOURCE **PEAKS AND VALLEYS**


PEAK
PEAK
VALLEY
VALLEY
VALLEY

RESOURCE CHANGING THE STRESS CONNECTION

VALLEY	SITUATION	PEAK
	1. Your parents argue about money.	
	2. You fail a test.	
	3. Someone makes fun of your new haircut.	
	4. You get grounded.	
	5. You are offered a cigarette by your friend's older cousin.	
	6. A friend asks you to sneak some of your parents "booze" to a party.	

Discuss: How can you change situations that look like
"valleys" at first into "peaks?"
When is this most difficult?
Why is it important?
What have you learned which can help you manage
the "Stress Connection" in your life?

RESOURCE

LESS STRESS

Feeling stressed means feeling tense or frustrated. Complete the following sentences to tell about a time when you felt stress.

I remember feeling stressed when ______________________________

____

My body gave me signs of stress. They were _________________

____

I know that my mind felt stressed because ____________________

____

Being stressed also affected my feelings. I felt __________

____

Dealing with stress means taking good care of your body, mind, and feelings.

How did you deal with your stress? (Write three things you did.)

1. ________________________________
2. ________________________________
3. ________________________________

RESOURCE STRESS

List signals or symptoms that indicate you are experiencing stress:

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

Ways you can cope with stress:

1. Take deep breaths
2. Exercise
3. Get adequate sleep
4. Eat healthful foods
5. Develop hobbies
6. Rest your mind through leisure reading
7. Keep in touch with friends
8. Talk things over with your parents
9. Talk things over with your brothers or sisters
10. Talk things over with your teacher and counselor

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Healthy Choices

STUDENT OBJECTIVE/OUTCOME: The student will explain the effects of tobacco (including smokeless).

PROCESS/ACTIVITIES: Explain that nicotine is the active drug ingredient which is found in tobacco. Nicotine is the habit forming substance in tobacco products. Nicotine stimulates the central nervous system. Talk about health hazards of nicotine. Discuss the psychological effects of nicotine. Discuss the myths about smoking with the class: Example "I can always quit later on." (From MISSISSIPPI SUBSTANCE ABUSE PREVENTION CURRICULUM 5:A-3)

EVALUATION: The student will state where nicotine is found and what it does to his/her body.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Healthy Choices

STUDENT OBJECTIVE/OUTCOME: The student will define addiction.

PROCESS/ACTIVITIES: Draw a grid on the board similar to the one on the handout. Ask the students for some of the behaviors that they engage in that could be classified as enough, not enough, or too much. Examples: TV, favorite soda, snack, etc. Discuss the students' responses. Tell students that this activity will take inventory and help us feel more in control of our behaviors. Discuss what they learned about themselves. (From MISSISSIPPI SUBSTANCE ABUSE PREVENTION CURRICULUM 5:C-1)

EVALUATION: The student will identify his/her own limits and addictions.

RESOURCE

ENOUGH TOO MUCH

Write the behavior in the item column and how much of that behavior is enough, too much, not enough:

enough
Too
Much
not enough

ITEM	ENOUGH	TOO MUCH	NOT ENOUGH	COMMENTS

What is the one thing you'd like to change?

Why?

How?

By when?

5-7

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Healthy Choices

STUDENT OBJECTIVE/OUTCOME: The student will become aware of situations in which he/she feels a variety of emotions.

PROCESS/ACTIVITIES: Draw a 10' line on the board or with masking tape. At the left end write "NOT" and leave the right end blank. Students will show their feelings by standing under the continuum line at about where they feel after you read the question. Remind them there is no right or wrong answer and responses are based on feelings. Only use those willing to share their feelings. MATERIALS: Resource page "Responses From A-Z", masking tape, and/or board. (Additional activities follow.)

EVALUATION: Student participation

RESOURCE RESPONSES FROM A TO Z

Use the following questions. You may want to use two separate sittings to work through the list.

1. You and the babysitter are home alone. It is a stormy night. You have made popcorn and are ready to watch television. Suddenly, it is dark and quiet. The electricity has gone off. What is your response? (afraid--not afraid)

2. You are visiting with your neighbor. He tells you that his cat has been gone for two weeks. What is your response? (sad--not sad)

3. Halloween is over for another year. What is your response? (happy--not happy)

4. You have new crayons and you are busy coloring and drawing. Your father tells you that you must stop and come to the table for supper. What is your response? (angry--not angry)

5. You've been helping make and decorate cookies for the past hour. What is your response? (bored--not bored)

6. The teacher has just announced that the President of the United States is coming to visit your school tomorrow. What is your response? (excited--not excited)

7. The President of the United States has told you he wants to see more of your drawings. What is your response? (proud--not proud)

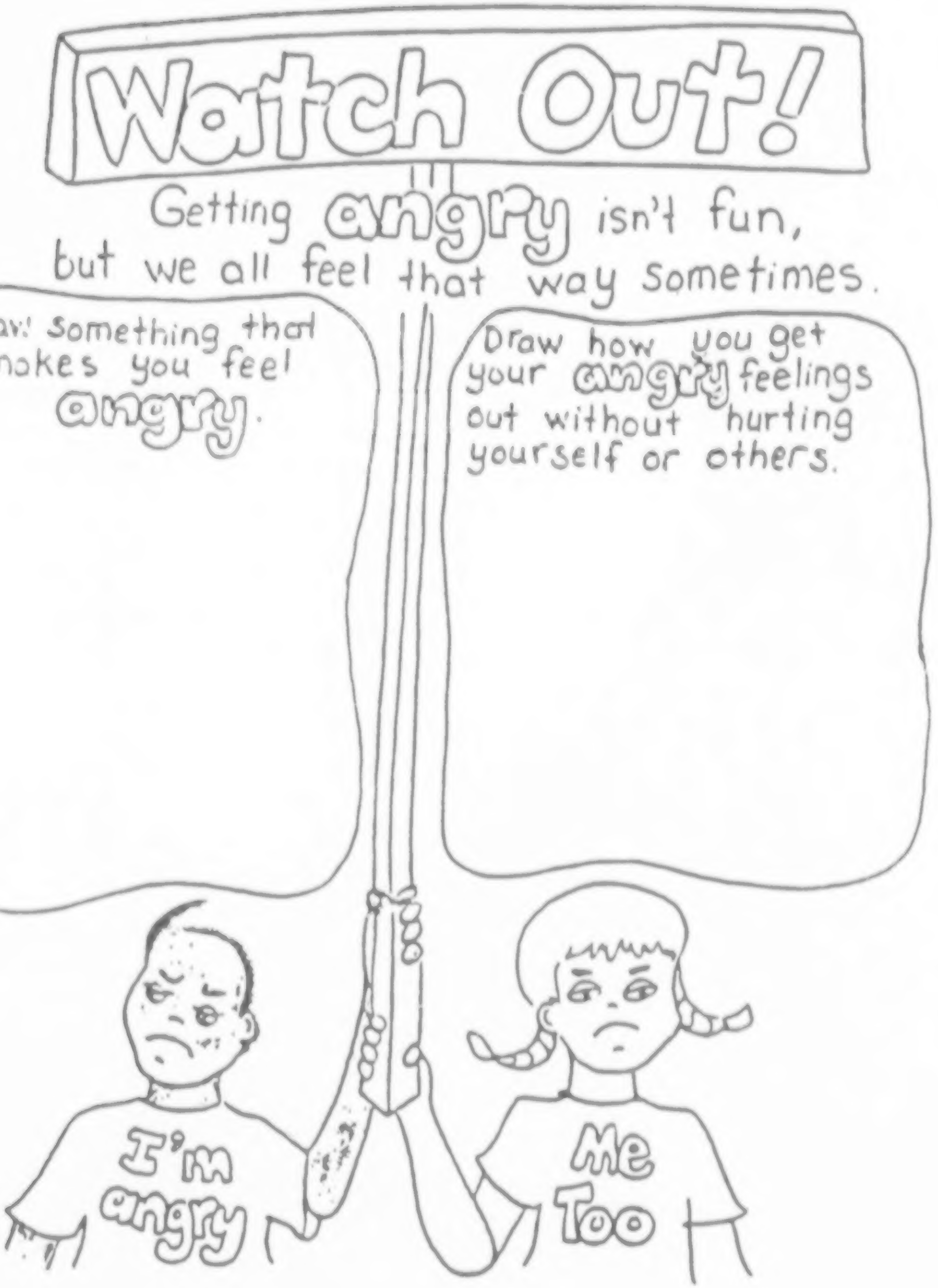
8. You have been asked to read a message from the President of the United States at a meeting of everyone in the school. What is your response? (nervous--not nervous)

9. Your teacher has just announced that there will be a class Valentine party this year. What is your response? (pleased--not pleased)

10. You are in the hospital. It is night and you have to stay until tomorrow morning. How do you feel? (alone--not alone)

11. Your birthday party is to begin in one hour. The telephone rings. It is your best friend calling to tell you that he or she is ill and cannot make it to the party. What is your response? (upset--not upset)

RESOURCE WATCH OUT



Watch Out!

Getting angry isn't fun,
but we all feel that way sometimes.

Draw something that makes you feel angry.

Draw how you get your angry feelings out without hurting yourself or others.

RESOURCE **BEING LONELY**

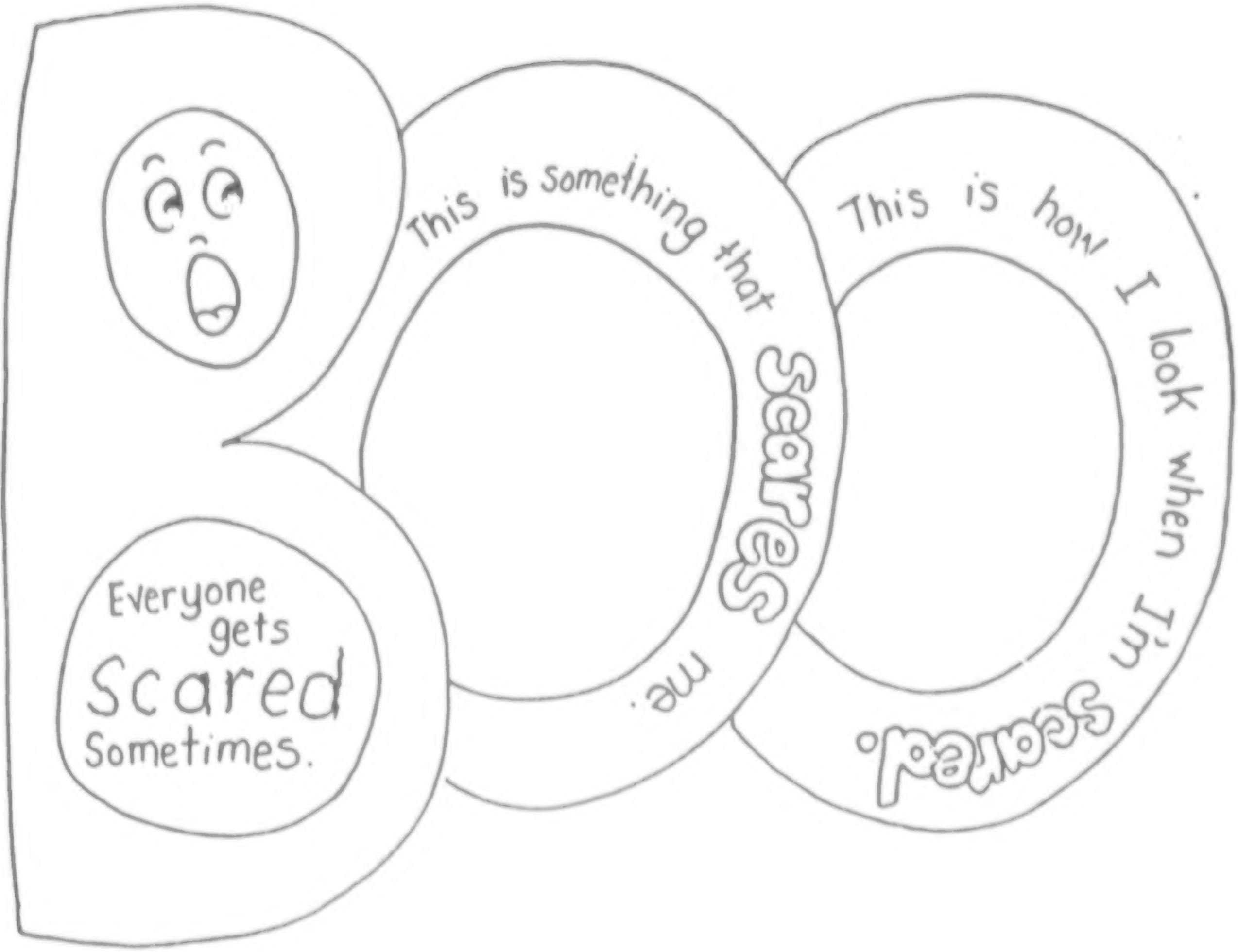
Being Lonely

When do you feel lonely?

What do you do when you feel lonely?

What's the difference between being alone and being lonely?

RESOURCE BEING SCARED


Everyone gets Scared Sometimes.
This is something that Scares me.
This is how I look when I'm Scared.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Respecting Others

STUDENT OBJECTIVE/OUTCOME: The student will choose a role model and explore admirable traits.

PROCESS/ACTIVITIES: Discuss what role models are and why they are important. Complete the activity sheet. Write a letter to the person selected as a role model.

EVALUATION: Counselor observation and class discussion

RESOURCE THE PERSON I'D LIKE TO BE LIKE

The person I would like to be just like when I grow up is:

____

Three things I admire about this person are:

1. ____________________________________
2. ____________________________________
3. ____________________________________

Three things I would like to do if I grow up to be like this person are:

1. ____________________________________
2. ____________________________________
3. ____________________________________

To help me grow up to be like this person, I could begin now to:

1. ____________________________
2. ____________________________
3. ____________________________

Everyone likes to be admired. Maybe I should tell the person I want to be like about it.

5-9

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Gaining Responsibility

STUDENT OBJECTIVE/OUTCOME: The student will cope with anger in an appropriate manner.

PROCESS/ACTIVITIES: Talk with students about anger--when they've felt it, how it feels. Assume that there is nothing wrong with feeling angry. Still, it is an uncomfortable feeling, and sometimes it is hard to handle. Frequently when people have a problem, anger is one of the feelings they have. Anger is a sign that something has gone wrong. On their papers, students will illustrate how anger feels. When their pictures are complete, have them take turns telling people in a small group about their pictures. Explain to the students that by the end of this unit they will have discovered some ways to handle their anger. They will learn how to solve problems when they or someone else feels angry.
MATERIALS: Drawing paper, pencils, crayons or paint (From GAMES CHILDREN SHOULD PLAY)

EVALUATION: Complete the following sentences: The last time I was angry was.... When I feel angry, I .... I often feel angry about....

5-10

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Gaining Responsibility

STUDENT OBJECTIVE/OUTCOME: The student will understand that he/she is beginning to take responsbility for many choices.

PROCESS/ACTIVITIES: The counselor will review the meaning of responsibility. The students will see that making responsible choices is one aspect of growing up. Students will complete the worksheet "Choices." The counselor will reinforce the idea that if students wish to be given more responsiblity, then they must make wise choices.

EVALUATION: Student participation and completed worksheets

5-10

RESOURCE CHOICES

Students sometimes think they have no choice in their behavior and are controlled by others -- e.g., adults. Everything they do is done because adults tell them to. This activity is designed to make students aware of just how much control over their own lives they actually do have.

WHO DECIDES: Place an X in the box indicating who decides each of these things in your life. You may put more than one X on a line if you wish.

	ME	Teachers	Parents
1. what I eat			
2. when I sleep			
3. when I listen			
4. how I spend my money			
5. when I get up			
6. when I study			
7. when I clean my room			
8. when I daydream			
9. what I think			
10. when I make a friend			
11. what I wear to school			
12. what I read			
13. when I feel angry			

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Gaining Responsibility

STUDENT OBJECTIVE/OUTCOME: The student will be able to develop a more positive way of expressing anger.

PROCESS/ACTIVITIES: You may wish to read THE INTIMATE ENEMY by George Bach, since it provides full background for "fair fighting." Introduce the lesson by inviting students to complete the sentences: "One thing that bothers me is..." and "I feel angry when ...." Emphasize that expressing anger can help solve problems. Telling someone how you feel about what he/she did builds communication and gives that person a chance to change. Elicit examples from school and home situations which improved after someone was honest about his/her anger or frustration. Clarify that situations do not improve just because someone expresses his/her anger. The way in which feelings are expressed can make the difference. The key to expressing anger is to do it without hurting the other person. Explain: showing respect for a person when one is angry is difficult and takes practice.
EXPRESSING ANGER--DO'S AND DON'TS
DO respect the other person by: (1) Talking to the person in private. (2) Saying what he/she did that you do not like. (3) Telling how you feel about it. (4) Telling what you want the person to change.
DON'T hurt the other person by: (1) Talking about the past. (2) Using put-downs. (3) Using threats. (4) Telling other people about it. Tell the students that in the following skit (Script 1, following): You are pretending to be a student who is angry because someone called you a name. You will read the script slowly two times. The first time, students are to listen carefully and try to spot how you show lack of respect for the person. During the second reading, students are to raise their hands as soon as they hear you break a rule. (During this second reading, stop after each noted infraction and discuss.) Repeat the skit process with Script 2. Distribute copies of the worksheet. Discuss Problem #1 as a group. Students complete the rest of the worksheet individually or in pairs. When finished, discuss the responses together. (From GAMES CHILDREN SHOULD PLAY)

EVALUATION: Student participation and completed worksheets

RESOURCE

EXPRESSING ANGER
DO'S AND DON'TS SCRIPTS

ESTABLISH SCENE: 1
(Talks in public)
You are a student. David just called you a name, then walked away. You stand up and shout across the room to him:

(Doesn't say "I feel..") (Talks bout the past) (Uses put-downs) (Talks about the past) (Uses threats)
"You make me so mad. I've had enough of your teasing. You're always making fun of me and it's not right. Everyone says you're a bully. You tease Joan and Betty all the time, too. Why, you have been teasing me all my life--well, at least a year. Nobody likes you any more. And furthermore, you borrowed paper and pencils from me last week. You've owed me ten cents since last month. If you don't straighten up fast, I'm going to get all my friends to stop speaking to you."
(Doesn't say exactly what the person can do to change.)

ESTABLISH SCENE: 2
(Talks in public)
You are walking down the aisle of the classroom when you stumble on Kristi's foot. You stumble a bit and yell out:

(Doesn't say how he/she feels) (Talks about the past) (Uses put-downs) (Uses threats)
"How dare you trip me on purpose like that? I know that wasn't an accident. You hit innocent people and trip them all the time. I saw you trip Jim just last week, and that was no accident. You are mean and a trouble maker. I'll never be your friend again. There's nobody in this class who will be your friend again because I"m letting everyone know you do mean things. And I'm getting my older brother to take care of you."
(Doesn't say exactly what the person can do to change.)
(From GAMES CHILDREN SHOULD PLAY)

RESOURCE

EXPRESSING ANGER WORKSHEET

PROBLEM 1: Anita is playing basketball with her friends. Betty runs through the game, right in front of Anita. After the bell rings, Anita goes to Betty and says:

I feel ________________ because you ________________________

____

____

and I want you to ______________________________________

____.

PROBLEM 2: The teacher keeps calling Janice by the name of her older sister, Jolene. Janice finds a quiet time to speak to her teacher:

I feel ________________ because you ______________________

____

____

and I'd like you to ____________________________________.

PROBLEM 3: Solomon is playing around on the field and not watching what he is doing. He kicks a ball backwards, and it hits Chris on the head. Chris goes over to Solomon and speaks to him alone. He says:

I feel ________________ because you ______________________

____

and I'd like you to ____________________________________

____.

(From GAMES CHILDREN SHOULD PLAY)

RESOURCE **EXPRESSING ANGER**

PROBLEM 4: John was walking across the room when Jim poked him with a pencil. John stops him and says:

I feel ______________ because you ______________________________

____

____

and I want you to ____

____.

PROBLEM 5: Andy keeps taking Juan's cap and wearing it. Juan sees him alone before school one day and says to him:

I feel ______________ because you ______________________________

____

____

and I want you to ____

____.

PROBLEM 6: Sarah has a speech problem. Ken makes fun of her and calls her "stupid." Sarah says to him in private:

I feel ______________ because you ______________________________

____

____

and I want you to ____

____.

RESOURCE EXPRESSING ANGER

PROBLEM 7: Mable is working on a project with Eileen and Karen. Every time Mable suggests something, the others say, "No, no, we're going to do it this way." Mable tells the group that she wants them to stop what they are doing for a few minutes, because she wants to talk to them. She says:

I feel ________________ because you ____________________

____

____

and I'd like you to ____________________________________

____.

PROBLEM 8: Damon is working on a committee with Chang and Berta. Every time the committee members start to discuss their job, Damon is either drawing or looking out the window. When Chang and Berta start to work, Damon tells them that he doesn't understand what they are doing; then he walks off to sit by himself. Chang goes over to him and says:

I feel ________________ because you ____________________

____

____

and I'd like you to ____________________________________

____.

(From GAMES CHILDREN SHOULD PLAY)

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Gaining Responsibility

STUDENT OBJECTIVE/OUTCOME: The student will distinguish among assertive, aggressive and passive behavior.

PROCESS/ACTIVITIES: In dealing with this and subsequent exercises, you will want to be aware of three basic conflict-resolving styles: passivity, aggression, and assertion. Each of these styles includes typical behavior patterns. In teaching students assertiveness, respect for oneself as well as for others is the significant concept to transmit. Passive behavior (non-assertion) is characterized by a lack of respect for oneself. The passive person does not express himself or herself honestly. He/she allows others to violate or disregard his/her needs. He/she appears apologetic, using a whiny voice and monotone. His/her posture is often slumped, his/her eyes downcast. Aggressive behavior is characterized by a lack of respect for others. The aggressive person "puts down" others, disregarding their feelings and their needs. He/she often speaks loudly, avoids "I" messages, blaming others instead, and may fold his/her arms over his/her chest. Sometimes aggressive people are indirect in their aggression. They have the same disrespect for others although they do not show it openly. They manipulate or trick others in order to get their own way. Assertive people respect themselves and others. The assertive person is generally confident, calm, clear. He/she can speak of his/her own needs and allows others to do so, also. His/her posture is straight, but not stiff. He/she uses good timing and clear "I" messages. MATERIALS: Chalkboard or chart on which alternative behavior styles are written; two copies of scripts

EVALUATION: Student participation

RESOURCE RESPECT AND DISRESPECT

Discuss the following three behavior styles with the students, adding as much of the preceding background notes and vocabulary as seems appropriate for the students' ages and levels of comprehension. (Elicit from students that respect does not necessarily mean that one always agrees with another. Respect can be illustrated by the famous quotation from Voltaire, "I disapprove of what you say, but I will defend to the death your right to say it."

PEOPLE WHO DO NOT RESPECT THEMSELVES (PASSIVE):

Don't meet their own needs;
Seem helpless and "picked on."
Use whiny voices;
Have slumped posture and look down.

PEOPLE WHO DO NOT RESPECT OTHERS (AGGRESSIVE):

Do not respect the needs of others;
Are bullies;
"Put down" others;
Use loud voices;
Are pushy;
Force their wants on others.

PEOPLE WHO RESPECT THEMSELVES AND RESPECT OTHERS (ASSERTIVE):

Express their own needs and attempt to understand the needs of others also;
Are courteous;
Appear confident;
Use good timing;
Use straight body posture and look directly at others;
Use "I" messages;
Try to work things out, or compromise.

When the students understand the basic differences in behavior styles, direct them to consider the situation in the script (following) and its varied solutions. Students are to categorize Thelma's solutions according to (1) Disrespect of Self, (2) Disrespect of Others, (3) Respect of Self and Respect of Others. After each segment of the script, ask: "Does Thelma respect herself?" "Does she respect Kim?"

RESOURCE ASSERTIVENESS SCRIPTS

SCENE:
Kim never seems to have a pencil and regularly borrows one from Thelma. Kim seldom remembers to return the borrowed pencil, or if she does, its lead is broken and it is much shorter than when she borrowed it.

1

(Disrespects others. Aggressive.) (Thelma speaks in a loud voice.)

KIM:
Hey, Thelma, may I borrow a pencil? I lost mine.

THELMA:
No way! You never return pencils and you're inconsiderate. You never come prepared. You can just sit there while we take the test. You'll get an F, and I'll be glad.

KIM:
Aw, come on, Thelma, I'll return it, I promise.

THELMA:
Not a chance. You deserve to flunk!

2

(Disrespects self. Passive.) (Thelma speaks in a high, thin voice.)

KIM:
Hey, Thelma, may I borrow a pencil? I lost mine.

THELMA:
Well, I don't know.

KIM:
Aw please, I don't know what happened to mine.

THELMA:
Well, I just have this one long pencil. The other one is short.

KIM:
That's O.K. People can only read my writing when I use a long pencil, so I need the long one.

THELMA:
Well, I just got that pencil, but I guess it's all right.

KIM:
Oh, thanks a lot, Thelma. I'll give it back to you, probably after this period, or maybe tomorrow.

RESOURCE ASSERTIVENESS SCRIPTS

3

(Respects self. Respects others. Assertive.) (Thelma speaks in a calm voice.)

KIM:
Hey, Thelma, may I borrow a pencil? I can't find mine.

THELMA:
I don't want to lend you a pencil because when you borrow my pencils, you either forget to return them or the lead is broken.

KIM:
Aw come on, Thelma. We're going to have a test. What am I going to do without a pencil?

THELMA:
I'm sorry, I don't know what you are going to do. I don't want to lend you a pencil because when you borrow my things you don't return them to me in good condition.

KIM:
What if I promise to return it right after the test? Could I borrow one then?

THELMA:
Well, if you really will return the pencil right after the test and if you sharpen it before you return it, you may use my short pencil.

KIM:
Gee, thanks Thelma. I promise. (pause) But you know, the teacher can only read my writing when I use a long pencil.

THELMA:
Well, I'm sorry, Kim, but the short one is the only one that I have that you may use.

(From GAMES CHILDREN SHOULD PLAY)

5-12

RESOURCE

ASSERTIVENESS FEEDBACK FORM

When I am angry I need to remember to ____________________

____

____

____.

It is hard for me to ______________________________________

____

____.

I am going to try to ______________________________________

____

____,

NAME ____________________________

(From GAMES CHILDREN SHOULD PLAY)

5-13

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Resolving Conflict

STUDENT OBJECTIVE/OUTCOME: The student will explore situations in which peer conflict is manifested and ways to resolve the conflict.

PROCESS/ACTIVITIES: State, "Today we will learn constructive ways of handling conflict in friendship." Tell the class, "In most friendships there tends to be some conflict, even if it's only short-lived and unimportant. Why do you think conflict is a normal part of friendship?" Guide the students in concluding that people are bound to have differences of feelings and opinions, no matter how friendly they are. Ask the class to brainstorm typical situations in which friends might become involved in conflicts or argument with each other. Write them on the board. Example: You and your friend want to run for class president. Explain that sometimes people become either angry, defensive, or aggressive when they are involved in conflict. It is important to have a way of getting through the confusion and anger that can surround a conflict and solve the problem in a way that will be satisfying to both sides. Distribute the handout "Resolving Peer Conflict." Tell the students that the five step problem-solving method offers a way to work through problems effectively and strengthens friendships in the process by getting answers to the five questions. Using the five-step conflict resolution process, illustrate through discussion how Joan and Amy could proceed to resolve their conflict.

EVALUATION: The student will identify the five-step conflict resolution process.

5-13

RESOURCE RESOLVING PEER CONFLICT

STEP ONE: What is the problem?

STEP TWO: What questions need to be asked to clarify the problem?

STEP THREE: What are all the possible ways of solving the problem?

STEP FOUR: Which alternatives best solve the problem?

STEP FIVE: Which solution allows both sides to "win?"

CONFLICT SITUATION: Amy and Joan had planned to get together over the weekend to go to a movie. On Saturday morning Amy was supposed to come over to Joan's house. Joan has finished cleaning her room and doing her chores, and it's late afternoon-but still no Amy. Then the phone rings and Joan hears Amy's voice say, "Hey, Joanie, what's up? Wanna get together today?" Joan's first impulse is to hang up the phone without saying another word--she's that angry.

Discuss:
What do you think the benefits of using this conflict resolution process could be in your own lives? Give reasons why it is so important to state the problem clearly or ask questions. What is helpful about coming up with as many solutions as possible in the third step? How do both parties "win" to some extent when this method is used? What are some conflicts that you might be able to solve now?

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Resolving Conflict

STUDENT OBJECTIVE/OUTCOME: The student will demonstrate the ability to resolve conflict.

PROCESS/ACTIVITIES: Distribute the handout "Reaching Agreement." Ask students to complete the handout individually. Divide the class into groups of five. Give each group a blank handout. Ask each group to discuss the lists and by consensus (general agreement), produce a group list that ALL students in the group like or dislike. The group receives one point for each consensus they are able to reach (Total = 14 points). Allow 20 minutes. (Write topics for Activity 3 on the board while students complete Activity 2.) Ask each group to gain additional points in reaching agreement by reaching consensus on an experience they have all had. Topics written on the board include: (1) a time when parents did not seem to understand, (2) a time when school was fun, (3) a time they felt hurt by others, and (4) a time when they felt proud of a friend. Give 3 points for each consensus reached on these experiences (Total - 12 points). Determine each group's score by adding points from Activity 2 and 3. Discuss the activity using the following questions: (a) Why did some groups have higher scores than others? (b) Why were some items more difficult on which to reach consensus than others? (c) What behaviors helped the group reach a consensus? (d) Did the fact that you were scoring points help your group or hinder it? (e) What behaviors hindered your progress? (f) Were some students pressured to go along with a position they did not support? (g) Is there a better way to reach a group decision? Distribute the handout "Handling Conflicts." Discuss the seven points to keep in mind when solving conflicts.

EVALUATION: The student will define conflict and give two points that should be kept in mind when solving conflicts.

5-14

RESOURCE REACHING AGREEMENT

Directions: Fill in the blanks

	ONE THAT I LIKE	ONE THAT I DISLIKE
1. A kind of food		
2. A sport to watch		
3. A sport to participate in		
4. A school subject		
5. A chore at home		
6. A way to spend the weekend		
7. A favorite activity during summer vacation		

RESOURCE

HANDLING CONFLICTS

When you're angry, it's easy to be disrespectful to the other person. We know that put-downs reduce your chances of winning cooperation in solving conflicts.

Below are seven points to keep in mind when solving conflicts.

1. Rate how angry you are on a 1-10. If you're 9 or 10, cool off first to a 7 or 8 range.
2. Avoid these errors
    a. Interrupting
    b. Bringing up the past
    c. Bringing in allies
    d. Trying to win rather than solve problem
    e. Blaming
    f. Name calling and other put-downs
3. Tell the person what you're angry about in one brief sentence.
4. Restate back other's comment.
5. Brainstorm possible solutions with other person.
6. Weigh pros and cons of each.
7. Decide on a plan and put it to work and set a time to check out how the plan is working.

5-15

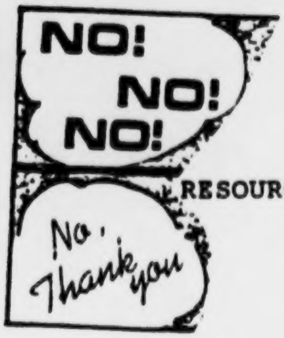
PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Resolving Conflict

STUDENT OBJECTIVE/OUTCOME: The student will generate alternatives for resisting peer pressure and resolving conflict.

PROCESS/ACTIVITIES: Write on the board: PASSIVE, AGGRESSIVE, ASSERTIVE. Tell the student that these words are used to describe four types of behavior that people may exhibit in responding to pressure imposed by others. HOW YOU SAY NO is just as important as WHAT YOU SAY. BEHAVIOR (body posture, eye contact, and voice tone) plus CONTENT (what you actually say) are both equally important when responding to peer pressure. Discuss each type of response and model the behavior and the verbalizations for each.
PASSIVE: A lack of "energy" to speak up for oneself and, thus, going along with the crowd against personal goals; little, if any, eye contacts; looking away when someone talks to you; hesitating, slower-than-usual speech; stammering; meek voice; whine instead of firm reply; hands in pockets or folded across chest; not moving, appearing stiff. AGGRESSIVE: meanness, outward anger toward another person to point of hurting someone's feelings unnecessarily; loud, angry voice; eyes glare and stare; hands on hips; pointing finger in person's face. ASSERTIVE: stating firmly, positively, or assuredly without being pushy; hands moving forward and freely while talking; looking directly into the eyes of the person talking to you; smooth, clear, firm voice. Distribute handout "How to Say No and Mean It." Discuss when saying "no" assertively would be important (e.g., disagreement with friends, someone pressuring you to do something you do not want to do.) Discuss each of the techniques for saying "no." Ask students to complete the handout. Discuss possible response. Distribute handout "Role-Plays." Ask for volunteers to role-play each situation using appropriate assertiveness techniques. Stress importance of ASSERTIVE RESPONSE, BODY POSTURE, EYE CONTACT, AND VOICE TONE.

EVALUATION: Define assertive, passive, and aggressive. Give an example of each.



RESOURCE

HOW TO SAY NO AND MEAN IT

Well, I guess I can

When people try to get you to do something that you don't really want to do...or they are doing something you don't want THEM to do, you can speak out, refuse, or say NO in many different, gentle ways without hurting their feelings or making them angry. You could:

GIVEN AN *EXCUSE* EXPLAIN YOUR REASONS DELAY ("Not now, thanks")

BE A "BROKEN RECORD" (repeat how you feel about it)

TURN THE PRESSURE BACK ON THEM ("You are making me feel like the center of attention just because I don't want a drink.")

CHANGE THE SUBJECT ("No, I can't...hey...listen, do you want to go to the beach tomorrow?")

JOKE ABOUT THEIR PRESSURE ("Hey, any more pressure and I'll fall down!")

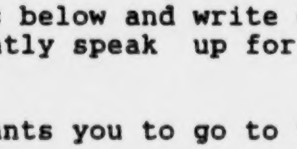
Read the situations below and write out as many ways as you can think of to gently speak up for your beliefs or to say "NO."

(1) Your friend wants you to go to the mall, but you can't.

(2) Friends at a party are trying to get you to drink alcohol, but you don't want to.

(3) You are out to dinner and someone lights up a cigarette. The smoke is drifting.over to you and you can't stand the smell.

(4) You're sitting in a circle with friends at a party who are passing around a joint. You don't want any.


actually, the reason I can't do that is because I

RESOURCE

ROLE PLAYS

It is your first year in middle school. During the lunch period, an older student comes up to you and asks if you'd like to buy some marijuana. You don't want to, but he keeps asking you.

You are babysitting your younger brother while your mother is at work during the day. She has told you NOT to leave the house. A friend comes by and invites you to go play some video games, which is something you love to do.

You are home alone on a Saturday afternoon. You're sitting outside when a friend comes by. She is smoking and offers you a cigarette but you don't want one.

Last night you worked for two hours on your math homework. During the first period, one of the most popular students at school asks you if he can copy your math answers. This is the third time this has happened to you and you are sick of it.

You are walking home from school with two friends when you notice about five students picking on someone. Your two friends want to "get in on the action" but when you get nearer to the group, you notice the students are much older and bigger than you.

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Effective Decisions

STUDENT OBJECTIVE/OUTCOME: The student will identify the steps in the decision-making process.

PROCESS/ACTIVITIES: Reproduce the "Steps in a Decision Making Process" handout, and cut slips of paper. Create enough slips for small groups of three to four students. Divide class into small groups and hand out slips of paper. Ask students to work together to arrange the slips in a sequence that they think would make a good decision-making process. Discuss. Now share the pre-designed decision-making process with the class. Use the decision-making process with the following example: Jane is at a party. She rode there with Jim and Jerry, her older brother, in Jim's car. It is getting late. Jim has been drinking heavily all night. Jerry suggests that Jim let him drive, but does not get to drive. (From MISSISSIPPI SUBSTANCE ABUSE PREVENTION CURRICULUM 6:B-1)

EVALUATION: List the steps in the decision-making process.

RESOURCE STEPS IN THE DECISION-MAKING PROCESS

(cut)---

DEFINING THE PROBLEM

What is the problem?
Whose problem is it?
What information do I need to make a decision or solve the problem?

LOOKING AT INFLUENCES

Who or what is influencing my decision?

IDENTIFYING ALTERNATIVES

What choices do I have?

LOOKING AT RISKS AND RESULTS

What will happen as a result of each possible choice?
What are the possible benefits?
What are the possible costs or negative outcomes?

DECIDING, ACTING, AND EVALUATING

Given the possible outcomes, which choice looks best?
What happens?
Given what happened, what would I do differently next time?

To help evaluate a decision the person may ask the following six questions.

(1.) What decision did I make, and what action, thought, or feeling resulted? (2) How satisfied am I with the decision? (3) What cost did I expect from the decision? What did I have to give up? (4) What payoff, or positive outcome, did I hope to get from the decision? (5) What were the actual costs and payoffs? (6) What would I do differently next time; or, how would I make that decision now if I could turn back the clock and decide again?

RESOURCE OVERALL PROSPECTIVE: THE DECISION-MAKING PROCESS

Overall Perspective

Decision-making is a process in which a person selects from two or more possible choices. Personal decision-making enables one to reason through life situations, to solve problems, and to modify behavior. A decision is not "right" or "wrong." It is judged to be effective or ineffective by whether it has produced satisfying or unsatisfying consequences.

STEPS IN THE DECISION-MAKING PROCESS

The model for personal decision-making consists of five steps:

Step 1: DEFINING THE PROBLEM. At this stage the person will want to look closely at the situation, viewing it as a problem in need of a decision to resolve it. (Is a decision needed here? Is it my decision or someone else's? In other words, who owns the problem? What, specifically is the problem?)

Step 2: LOOKING AT INFLUENCES. At this stage the person will want to examine the influences and pressures operating on his/her decision, and their importance. (What do my parents think? In what ways are the attitudes of my friends putting pressure on my decision? What are the legal, social, cultural pressures? How is my own mood or state of mind influencing the decision? Are emotions helping or hurting me in the long run?)

Step 3: IDENTIFYING ALTERNATIVES. At this stage the person will identify alternative courses of action. A variety of choices will be reviewed. (What are the possibilities open to me? What are the facts I need to know to weigh these alternatives? What influences operate on each possibility?)

Step 4: LOOKING AT RISK AND RESULTS. The different alternatives are examined in light of what is likely to happen and what the potential benefits and risks are of such an occurrence. (What will happen if I select this alternative? What are the risks involved? Are the payoffs worth the costs?)

Step 5: DECIDING, ACTING, AND EVALUATING. In this final step the person looks at the results of past decisions to guide future action.

RESOURCE THE DECISION-MAKING PROCESS

THE DECISION-MAKING PROCESS

5. DECIDING, ACTING, AND EVALUATING
4. LOOKING AT RISKS AND RESULTS
3. IDENTIFYING ALTERNATIVES
2. LOOKING AT INFLUENCES
1. DEFINING THE PROBLEM

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Effective Decisions

STUDENT OBJECTIVE/OUTCOME: The student will choose from among alternatives and will publicly affirm or explain his/her choice.

PROCESS/ACTIVITES: You will ask a series of questions and have students rank the alternatives in order of preference which will require them to look deeper into themselves. Then ask several to give their order of preference and explain. Group discussion can also add to this. MATERIALS: Resource pages - Value Ordering, blackboard or overhead, paper and pencil

EVALUATION: Completed worksheets, student's ability to justify his/her choices in discussion

5-17

RESOURCE VALUE ORDERING QUESTIONS

1. If you were a parent, how late would you let your 14 year old daughter stay out?
_____10 p.m.
_____12 p.m.
_____it's up to them

2. Which season do you like best?
_____winter _____spring
_____summer _____fall

3. Which is most important in a friendship?
_____loyalty _____honesty
_____kindness

4. Where would you rather be on a Saturday afternoon?
_____at the lake
_____in the woods
_____in the city

5. If I gave you $500, what would you do with it?
_____save it
_____give it to charity
_____buy something for myself

6. What would you do about a person who has bad breath?
_____tell him directly
_____send him an anonymous note
_____nothing

7. Which do you think is most harmful?
_____cigarettes
_____marijuana
_____alcohol

8. Which would you most like to improve?
_____your looks
_____your social life
_____the way you use your time

9. Whom would you prefer to marry? A person with:
_____intelligence ____attractiveness
_____personality

10. If your parents were in constant conflict, which would you rather have them do?
_____get divorced, your father leaves home
_____stay together and hide their feelings for the sake of the children
_____get divorced and you live with your father.

RESOURCE VALUE ORDERING

11. Which would be hardest for you to accept?
_____the death of a friend
_____the death of a parent
_____your own death

12. What do you want most out of life?
_____happiness
_____good reputation
_____a lot of money

13. What is the most serious problem in the United States today?
_____inflation
_____welfare
_____crime prevention

14. Where would you seek help in a strange city?
_____a church
_____police station
_____hippy headquarters

15. Which would you prefer if you had bad breath?
_____be told directly
_____receive an anonymous note
_____not be told

16. If you witnessed a robbery what would you do?
_____not get involved
_____call the police
_____go after the robber

17. If you got really angry at a friend what would you do?
_____pretend that you weren't mad
_____avoid your friend
_____tell him how you felt

18. Which would be hardest for you to accept?
_____being poor
_____being sick
_____being physically handicapped?

19. Which would you rather be?
_____an only child
_____the youngest child
_____the oldest child

20. How do you have the most fun?
_____alone
_____with a few friends
_____with a large group

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Effective Decisions

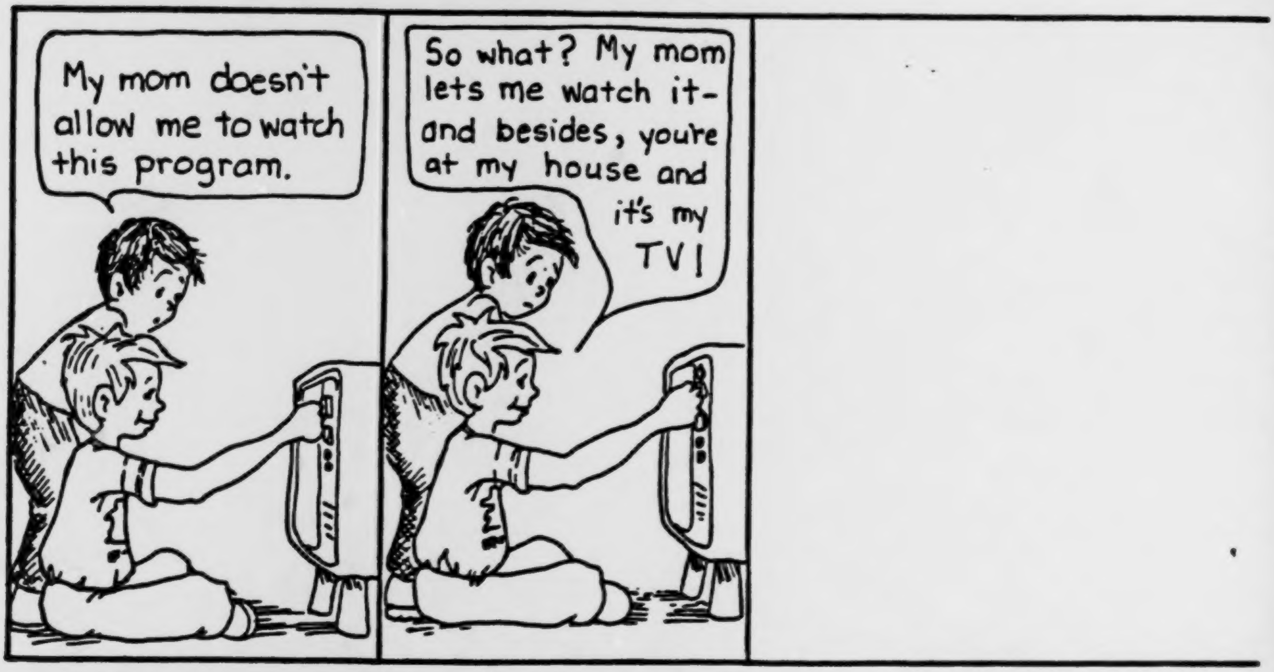
STUDENT OBJECTIVE/OUTCOME: The student will have practice in making good decisions when peer pressure is a factor.

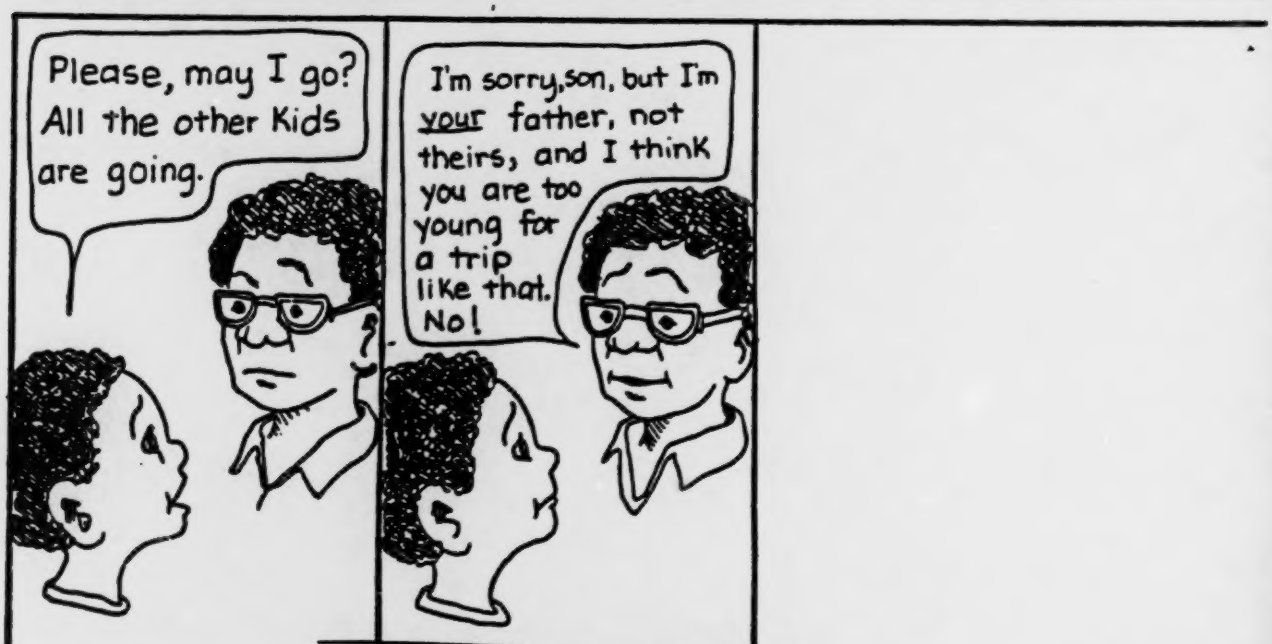
PROCESS/ACTIVITES: Explain to the students these facts about peer pressure: A peer is someone who is your age or almost your age. Peer pressure happens when people your age try to get you to do something that you don't want to do. Peer pressure can be positive. Someone may say, "Let's go to the library after school." Usually, peer pressure is negative. Someone may say, "Let's smoke a couple of cigarettes." Have students complete the activity sheets, "Sticky Situations" and "What Next?" Let students share their responses.

EVALUATION: Counselor observation

RESOURCE STICKY SITUATIONS

Read the two stories below.
Write or draw an ending for each story.


My mom doesn't allow me to watch this program.
So what? My mom lets me watch it- and besides, you're at my house and it's my TV!


Please, may I go? All the other kids are going.
I'm sorry, son, but I'm your father, not theirs, and I think you are too young for a trip like that. No!

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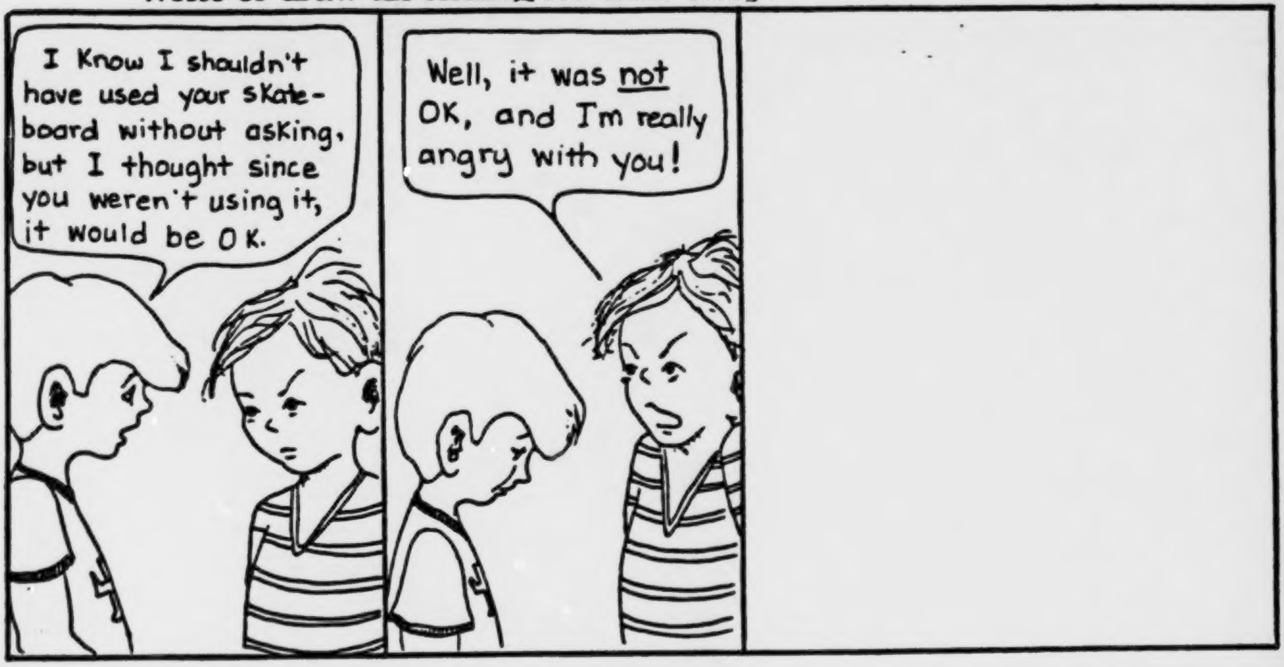
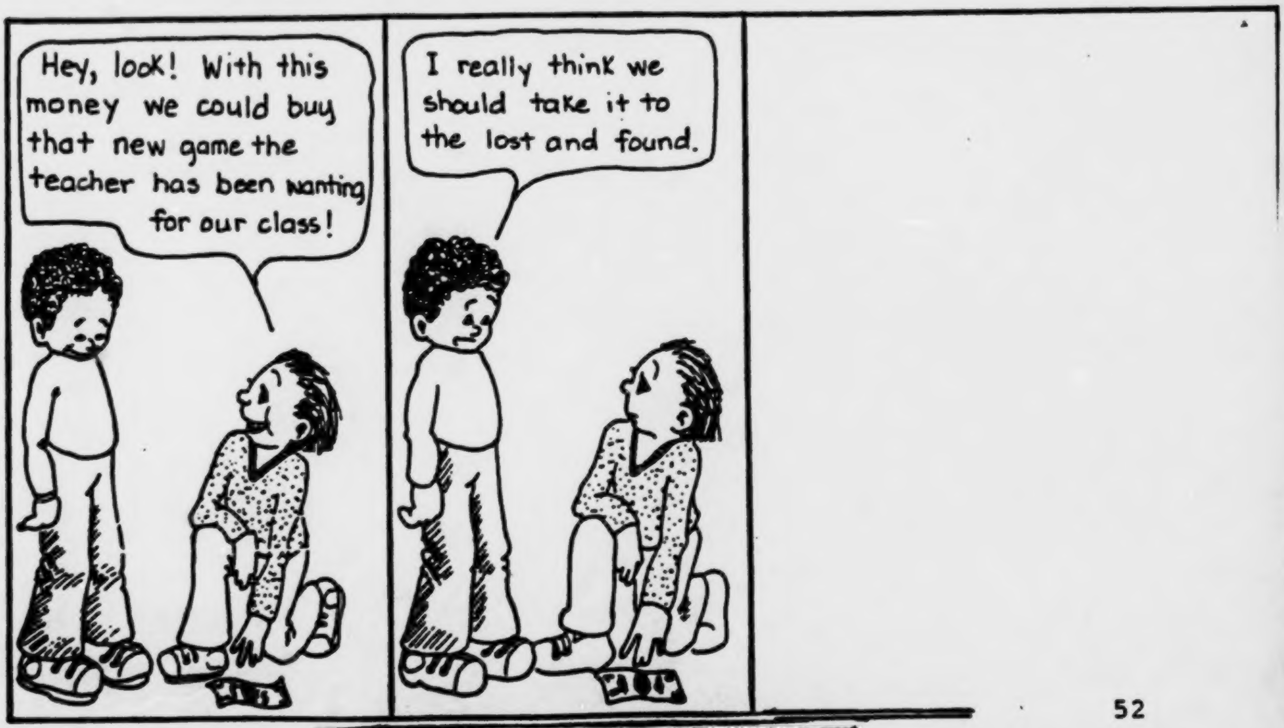
from The Me I'm Learning To Be

RESOURCE

WHAT NEXT?

Read the two stories below.
Write or draw an ending for each story.


I Know I shouldn't have used your Skateboard without asking, but I thought since you weren't using it, it would be OK.
Well, it was not OK, and I'm really angry with you!


Hey, look! With this money we could buy that new game the teacher has been wanting for our class!
I really think we should take it to the lost and found.

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PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Effective Decisions

STUDENT OBJECTIVE/OUTCOME: The student will generate and practice alternative strategies for coping with stress.

PROCESS/ACTIVITIES: Explain to the class, "In a previous activity we learned to think about our communication with others so that we can let people know how we truly feel about things without hurting their feelings or putting them on the defensive. (Review the terms ASSERTIVE, AGGRESSIVE, PASSIVE.) Today we are going to practice ways to communicate openly, honestly, and directly with our friends so that we can stand up for ourselves and maintain our friendships at the same time." Remind students that the need to belong to a group is important to both adolescents and to adults, but especially to adolescents. Given the importance of groups to adolescents, it is essential to be able to distinguish between support and peer pressure. "Let's review. How would you define peer pressure?" Guide the class in a discussion of the term. One definition might be "strong influences from people within a group to make the group members do something." Then ask, "What are the benefits and the dangers of peer pressure? What do you think is the difference between positive and negative peer pressure? Between peer pressure and peer support?" Guide the class in defining these two concepts. Peer pressure tends to be negative and lends to negative actions and behaviors; peer support tends to be positive and nurturing. Ask "What are some reasons why it might be important to resist peer pressure?" Guide the students in understanding that often peer pressure forces people to say and do things they might not otherwise want to say or do. Explain that one of the best ways to resist negative peer pressure is to learn to be "assertive." In order to understand assertiveness, it is important to distinguish it from other qualities that are similar--mainly aggressiveness. Define the two. Emphasize the difference between assertive behavior (the communicator shares his/her feelings without blaming others) and aggressive behavior (the communicator bullies and belittles others).

EVALUATION: Tell difference between assertive/aggressive.

RESOURCE DEFINITIONS

ASSERTIVENESS: An assertive person stands up for his/her own rights and beliefs without stepping on the rights of others. The assertive person does not feel defensive or uncomfortable with others because assertiveness goes hand in hand with self-confidence. An assertive person states her/his feelings and attitudes without blaming others and takes full responsibility for her/his choices and their consequences. The "I Feel" statement is an assertive communication skill. For example, "When you repeat my secrets, I feel upset because I need to trust you."

AGGRESSIVENESS: The aggressive person stands up for himself/herself but steps on the rights of others in the process. The aggressive person may use put-downs and even physical violence to get a point across. She/he may seem tough or cool on the surface, but unlike the assertive person, she/he may not actually feel so confident underneath. The aggressive person is often viewed by others as having an angry, steamroller effect; others may feel flattened out after meeting or being around an aggressive person. For example, an aggressive person might say, "You are totally untrustworthy and selfish, and you make me sick!"

RESOURCE

ASSERTIVE/AGGRESSIVE ROLE-PLAY SITUATIONS

1. Some friends of yours are going to a neighbor's house after school to smoke pot. You totally disagree with their drug use. What will you say and do?

2. Some friends want you to sneak out Friday night after curfew hour that you and your parents have agreed on. Your parents trust you, and you don't want to spoil it. What will you say and do?

3. Your group of friends is ganging up on a person who supposedly started some rumors. You're quite sure this person is innocent. What will you say and do?

4. Several of your friends are starting to wear clothes and hairstyles that make you feel uncomfortable. What will you say and do?

5. Several of your friends want to throw firecrackers at the home of another kid they don't like. You think it's a lousy idea. What will you say and do?

6. Several friends are shoplifting while you're in the store with them. You're opposed to stealing. What will you say and do?

Ask for volunteers to select one situation and role-play what an assertive or an aggressive person would say and do. Let another student role-play the same situation with the opposite response. Discuss the following after each role-play: "What did the assertive person say and do? The aggressive person?" Conclude by discussing, "What is the hardest part of resisting peer pressure? How can assertive behavior help us to express ourselves, meet our own needs and do what is best for us in group situations?"

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Applying Effective Study Skills

STUDENT OBJECTIVE/OUTCOME: The student will understand the importance of reading directions properly before doing assignments and plan for good study skills.

PROCESS/ACTIVITIES: Provide a good test-taking situation in the class. Tell the students this is an important test and they will determine their own pass fail grade. Pass out the test and ask them to keep it face down until all have the test. Tell the students to begin the test and allow 5 minutes. Discuss the importance of following directions. Brainstorm a list of good study skills. Make a list of good study skills for the class. MATERIALS: Activity sheet

EVALUATION: Group feedback

RESOURCE

FOLLOWING DIRECTIONS

Name____

DIRECTIONS: Read all the questions on the page before you begin answering them.

1. What is your full name?
2. What is your address?
3. When was the last time you ate chicken?
4. What is the capital of Georgia?
5. When is your birthday?
6. What is your favorite song?
7. Who is the president of the U.S.?
8. Do not do questions 1 - 7. Sign your name at the bottom of the paper. Put your pencil down. Turn your paper over. Sit quietly and see how many others followed the directions.

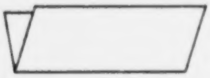
RESOURCE FOLLOWING DIRECTIONS--OR ELSE

DIRECTIONS

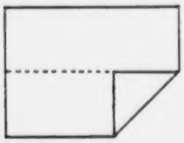
Read all of the directions for making a paper airplane first, then do what they say. When you are through, raise your hand.

1. Take a regular size piece of notepaper and hold it the long way.

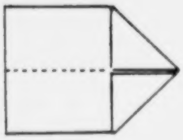
2. Fold it in half.



3. Open it up and fold the bottom right corner as shown.

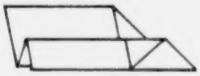


4. Now fold the top right corner.

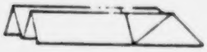


5. Fold the bottom half over the top half.

6. Fold the top sheet down to the bottom fold.



7. Do the same with the back sheet, folding it down on the other side.



8. Don't do instructions one through seven. Just raise your hand.

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Applying Effective Study Skills

STUDENT OBJECTIVE/OUTCOME: The student will determine whether he/she uses his/her time wisely. He/she will understand that it is better to have a plan or schedule for time utilization and that planning can provide more leisure time.

PROCESS/ACTIVITIES: After a discussion of time utilization, have the students complete "How I Spend My Time Now." After discussing with them certain priorities, such as school, study, lessons, and sports, have each student complete "My New Time Plan." Secure a commitment from each person to follow the new plan for at least a week.

EVALUATION: The completed time plans and students' oral evaluation of how the new plan worked during the next session.

5-21

RESOURCE TIME PLAN

NAME ______________________________

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7-8 A.M.							
8-9							
10-11							
11-12							
12-1 P.M.							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Setting Goals

STUDENT OBJECTIVE/OUTCOME: The student will relate the benefits of educational achievement to the world of work.

PROCESS/ACTIVITIES: Have each student make a worksheet, "What Good is School, Anyway?" Include these items: Describe yourself as a student -- your skills and abilities, your strengths and weaknesses. What do you expect to get from your education? Are there any areas you would like to improve? Describe. How can you improve the areas where you feel weakest? After each student has completed the worksheet, call on volunteers to give oral responses. Offer assistance to students who wish to improve in certain areas.

EVALUATION: Have each student complete a worksheet

5-23

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Learning Effectively

STUDENT OBJECTIVE/OUTCOME: The student will explore conflicts, improve coping skills, and clarify values.

PROCESS/ACTIVITIES: Have students act out pulling in a tug of war. Describe some of the physical symptoms from and the emotional feelings of the tug. Show counselor made conflict cards about Study Skills: Study-Play, Face it-Avoid it, Listen-Talk, Pay attention-Day dream, Try harder-Give up, Plan ahead-Last minute, Organized-Disorganized. Role play conflicts. Describe the physical and emotional feelings. Discuss how students can cope and change their feelings about studying. Decide what part of the conflict is important for effective learning. **MATERIALS:** Conflict cards, short pieces of rope

EVALUATION: Student discussion, counselor observation

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Gaining Test Taking Skills

STUDENT OBJECTIVE/OUTCOME: The student will approach test-taking with less stress.

PROCESS/ACTIVITIES: Have students complete the Test Wiseness quizzes. Discuss with the group.

EVALUATION: Counselor observation, completed Test Wiseness quizzes for each student

RESOURCE **TEST WISENESS**

Directions: Read the statement and circle the letter to show whether it is true or false.

1. Always guess on a standardized test. T F
2. You should look over the whole test before beginning. T F
3. Being nervous taking a test is natural T F
4. There is no way to calm yourself before an exam. T F
5. You should plan to study each day. T F
6. Never keep regular study hours. T F
7. An educated guess is a wild guess. T F
8. Tests are designed to make you fail. T F
9. Encyclopedias and dictionaries are considered reference materials. T F
10. Budget your time on a test. T F
11. Test scores do not tell you anything. T F
12. Get plenty of rest the night before an exam. T F
13. A positive outlook helps to increase your test score. T F
14. You must study for every test in order to pass. T F
15. Reading directions on an exam is a waste of time. T F

(From TEST TAKING STRATEGIES by Beverly J. O'Bryant)

RESOURCE

TEST WISENESS

Directions: Read each statement below. Write T if it is true. Write F if it is false.

1. _____It is normal to feel anxious before a test.

2. _____You are a poor student if you don't do well on every test.

3. _____No one expects you to get every answer right on a test.

4. _____On the day of a test, give yourself plenty of time to get to school.

5. _____Make sure you understand the directions to a test.

6. _____Cram everything into your head the night before a test.

7. _____Your teacher will tell you what things you need to bring to a test.

8. _____You should not eat breakfast on the day of a test.

9. _____You may look at your neighbor's paper during a test.

10. _____You should get plenty of rest the night before a test.

11. _____Even if you study, you may not do well on a test.

12. _____You learn things only so that you will do well on tests.

(From TEST TAKING STRATEGIES by Beverly J. O'Bryant)

5-25

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Forming A Career Identity

STUDENT OBJECTIVE/OUTCOME: The student will define lifestyle and explain how work and life style are related and how people fulfill their personal needs through work.

PROCESS/ACTIVITIES: Discuss the various aspects of life style such as hours worked, leisure time, entertainment, travel, family life, daily schedule. Choose two careers with different life styles such as actor and teacher. Through discussion, compare and contrast these life styles. Ask how the life style is influenced by the type of work performed.

EVALUATION: Have each student choose a career in which he/she is interested and write a short paragraph about the life style of that worker.

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Forming a Career Identity

STUDENT OBJECTIVE/OUTCOME: The student will classify jobs as dealing primarily with people, data or things.

PROCESS/ACTIVITIES: Discuss the meanings of the terms people, data (information), and things, giving examples of each. Label each corner of the room with one of the following occupations: back washer, frog shaker, podiatrist, meteorologist. Have students guess whether each job deals with people, data, or things. Have each student indicate his/her choice of the four by going to the appropriate corner. Read description of each of the four jobs from the DICTIONARY OF OCCUPATIONAL TITLES, if available, or read the following definitions: BACK WASHER - Tends a machine that washes and dries textile fibers to remove impurities, excess dye, and odors - (Things) FROG SHAKER - Shakes hands of tobacco to separate leaves and remove dirt. (Things) PODIATRIST - A doctor who studies and treats foot ailments. (People) METEOROLOGIST - Scientist who deals with information about weather and the atmosphere and makes predictions about the weather. (Data) Give students an opportunity to change their minds and go to different corners. Discuss reasons for choices.

EVALUATION: The student will correctly classify one job as being either people, data, or thing oriented.

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Planning for the Future

STUDENT OBJECTIVE/OUTCOME: The student will imagine what his/her environment, body, and role will be like in the future.

PROCESS/ACTIVITIES: Tell the class they will be projecting their future. Say: "Close your eyes and imagine yourself and your ideal life style twenty years from now. Pretend you arise at 6:00 a.m. and go to bed at midnight. Plan an hourly schedule and describe the activities, people and settings of your ideal day." Imagine what their environment may be like in the future. Imagine what their physical bodies may look like in the future, including height, body build, hair style, strength, etc. Imagine what roles they may have and what these roles may be like in the future. Have students draw an example of what their future will be like. Students might also want to write a story about themselves to go along with the drawing.

EVALUATION: The student should identify a particular time, fifteen years or more, in the future, explain what his/her home and town may be like, explain what his/her body may be like, and explain what some of his/her roles may be like in the future.

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Planning for the Future

STUDENT OBJECTIVE/OUTCOME: The student will learn how interests, abilities and motivation affect career decisions by participating in a career decision-making exercise.

PROCESS/ACTIVITIES: Hand out copies of Career Decision-Making Form and pencils to the students and read the Instruction for Counselor. Discussion: (1) Ask the students what they like about the last two jobs on their list. (2) Ask the students to talk about their strongest skills or abilities. (3) Ask the students to talk about why they would be motivated (willing) to enter the last two jobs or careers on their lists. (4) Ask the students if they know whether or not the last two jobs or careers on their lists will be open (available) in the future. (5) Encourage the students to seek more information about all 10 jobs or careers on their lists.

EVALUATION: Completed list

RESOURCE INSTRUCTIONS FOR COUNSELOR

1. Ask the students to list on their Career Decision Making Forms 10 jobs or careers they would like to enter for future employment. If they have a strong or mild interest in a job or career, it should be placed on their lists. (10 minutes)

2. Ask the students to select six (6) jobs or careers from their lists of 10 that they have the most abilities or skills to perform. These six (6) jobs or careers should be written on their Career Decision-Making Forms. (5 minutes)

3. Ask the students to select four (4) jobs or careers from their lists of six (6) that they have the most motivation (willingness) to perform. These four (4) jobs or careers should be written on their Career Decision-Making Forms. (3 minutes)

4. Ask the students to select the two (2) jobs or careers from their lists of four (4) that they would have the most interest, skills and motivation to enter in the future. These two (2) jobs or careers should be written on their Career Decision-Making Forms. (2 minutes)

RESOURCE

CAREER DECISION-MAKING FORM

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

1. ____________________
2. ____________________
3. ____________________
4. ____________________

1. ____________________
2. ____________________

5-29

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Combating Career Stereotyping

STUDENT OBJECTIVE/OUTCOME: The student will identify one job of interest and describe its features, settings and working conditions with the knowledge that all jobs have some "unglamourous" aspects.

PROCESS/ACTIVITIES: Invite speakers with "glamour jobs" (stewardess) to describe the very routine tasks that must be performed. Have each student interview a worker and complete the attached WORKER INTERVIEW form. Students will share information with the group. Discuss traveling vs. being at home, excitement vs. routine, indoors vs. outdoors, etc.

EVALUATION: The student will select a job and identify the features, setting, and working conditions that make it attractive to him/her.

RESOURCE WORKER INTERVIEW

BUSINESS TYPE QUESTIONS

1. What are the different types of positions found in your business?

____

2. What kind of work do the majority of employees do?

____

3. Is the work outdoors or indoors?

____

4. What are the job duties of the different positions?

____

5. What are the educational and experience requirements for the different positions?

____

6. What are the physical requirements?

____

7. What are possible weekly or monthly earnings?

____

8. What are the future opportunities?

____

RESOURCE

WORKER INTERVIEW

PERSONAL TYPE QUESTIONS

1. What is your job?
2. What do you do at your job?
3. What do you need to know to do this type of work?
4. Do you work indoors or out?
5. Must you be strong to do this type of work?
6. Is there any special training required?
7. Are there opportunities for advancement?
8. Are you happy in your work?
9. Would you like to have your son or daughter do this type of work?
10. How is reading, writing, speaking, or listening important to your job?
11. What subjects in school were helpful for you to be successful in your job?

(From CAREER GUIDANCE CURRICULUM)

5-30

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Analyzing Skills and Interests

STUDENT OBJECTIVE/OUTCOME: The student will discuss how values influence activities.

PROCESS/ACTIVITIES: Review the meaning of "value" and brainstorm different values people hold. Hand out the questionnaire and ask each student to complete. After the forms are complete, discuss with the class the answers they gave. Discuss how their values influence their activities and what they do.

EVALUATION: The student should provide two examples of things he/she values, provide three examples of favorite activities, and discuss how values are influencing what he/she does.

RESOURCE

VALUE

1. What two things do I think are important?

   a.

   b.

2. What do these values mean in my daily life?

3. What behavior might I change so that what I do represents my values?

4. What can I do to increase my chances for living according to my values?

5. What might make my values change in the future?

6. How do my values differ from those of other individuals in my class?

7. How are my values the same as those of other individuals in my class?

GRADE SIX

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Gaining Self-Awareness

STUDENT OBJECTIVE/OUTCOME: The student will attribute positive human traits to a symbol of nature and compare himself/herself to a nature symbol.

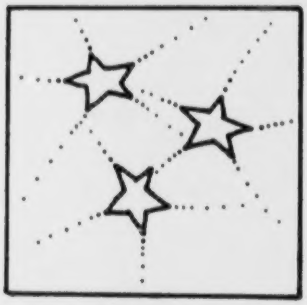
PROCESS/ACTIVITIES: The following directions will be given by the counselor: (1) Choose a nature symbol on the activity sheet or think up one of your own and draw it. (2) Write a paragraph telling how this nature symbol describes an attitude you have. (3) Discuss how this attitude influences your action. MATERIALS: Activity sheet--Examples of nature/human comparisons of someone the student knows.

EVALUATION: Counselor observation and group feedback

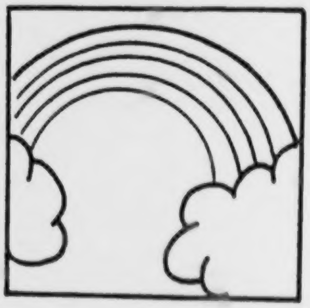
RESOURCE

WHAT ARE YOU LIKE?

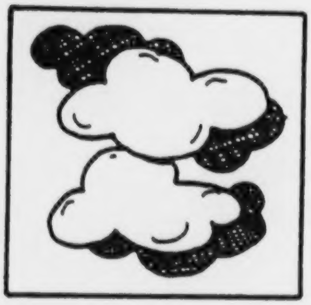
Study the pictures of nature. Think about which you are like. Compare your characteristics with one of the nature symbols or create your own symbol. Example: I am like a/an __________ because.....



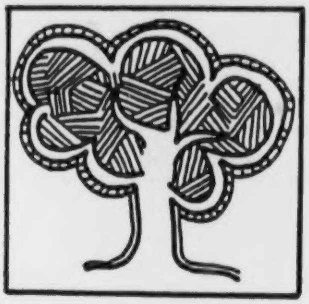
STARS



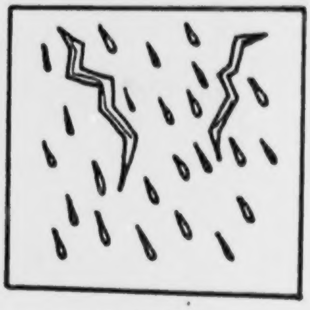
RAINBOW



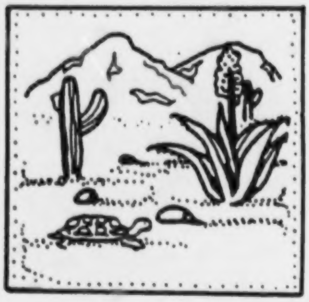
CLOUDS



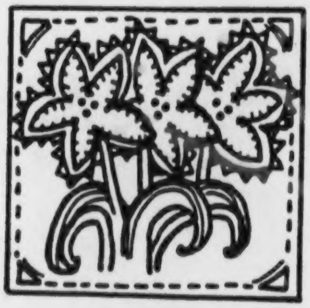
TREE



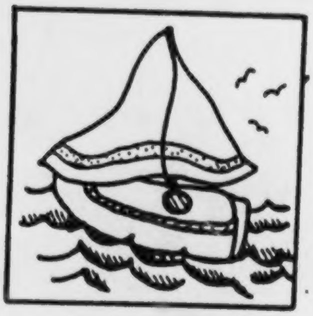
RAIN



MOUNTAINS



FLOWERS



OCEAN

PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL: Gaining Self-Awareness

STUDENT OBJECTIVE/OUTCOME: The student will analyze how abilities and interests change and how they can be expanded.

PROCESS/ACTIVITIES: After students have completed the "What I Am Like Now" portion of the "Who I Am" worksheet, lead a discussion about how people change and what brings about change. Include such factors as parental influence, peer pressure, maturation, and goal setting. After the discussion, have students complete "If I Could be Different" and select one area to try to change.

EVALUATION: Completed worksheet

6-2

RESOURCE **WHO I AM**

A person can be described in terms of:

1. Appearance (for example: slim, tall, brown-eyed)
2. Personality (for example: friendly, generous, shy)
3. Abilities (for example: good at sports, musically talented, good in arithmetic)
4. Interests (for example: enjoys outdoor activities, likes to read)

How would you describe yourself? Under the heading "What I Am Like Now," list some terms that you think describe you as you are today. Would you like to be different in some ways? Under the heading "If I Could Be Different," list the characteristics you think you would like to have.

WHAT I AM LIKE NOW

1. APPEARANCE

____

____

2. PERSONALITY

____

____

3. ABILITIES

____

____

4. INTERESTS

____

____

IF I COULD BE DIFFERENT

1. APPEARANCE

____

____

2. PERSONALITY

____

____

3. ABILITIES

____

____

4. INTERESTS

____

____

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Positive Attitudes

STUDENT OBJECTIVE/OUTCOME: The student will recognize that "Cause-Effect Laws" do not apply in emotions. He/she can have a "good day" in spite of unpleasant events in the external environment.

PROCESS/ACTIVITIES: Sharing: Most people have had the experience of feeling "good" and then suddenly, and without apparent explanation, found themselves in the midst of a "bad day," not knowing why. Students are encouraged to share such experiences. Discussion: Explain the Cause-Effect Law that occurs in the physical world, (cases where one can predict an outcome). Example: When you put an ice cube in the hot sun, the ice will melt. Have the class generate a list of cause-effect relationships.

A.--------------causes-----------------C

What Happened:	The Feeling
A bee stings you	pain

The person experiences physical pain because of the bee sting. In the example above A is the event, or what happened. C is the consequence, or what the person was feeling. A will always cause C in the physical world. Discussion: In the world of human responses and feelings, does the same thing happen? Does A (an event) cause C (a certain emotional consequence or feeling) with no logical alternatives or choices? When something happens, do we have to feel a certain way? If we don't have to feel a certain way, what do people mean when they say, "I had to hit him; he called me a name, didn't he?" or "You make me so mad!" When we experience emotions we may have the idea that the same thing happens--that A causes C. We may think that it happens this way:

A--------------causes------------------C

What Happened:	The Feeling
1. Joe called me "Shorty."	I felt angry
2. Ann didn't invite me to her party.	I felt angry,jealous

In experiencing feelings and emotions, we do have a choice. Not everyone feels the same way when A happens. Two different people may have two different feelings. Distribute the handout, "Identify the Feelings." Have students complete the handout using feeling words. Point out the choices in feelings.

EVALUATION: Completed worksheet

RESOURCE IDENTIFY THE FEELING

1. "I'm tired of doing what everybody tells me to do."
Most obvious feeling is:

2. "You never listen to anything I say."
Most obvious feeling is:

3. "Nobody trusts me."
Most obvious feeling is:

4. "You always have time for everyone else but me."
Most obvious feeling is:

5. ""I'm sick of school."
Most obvious feeling is:

6. "Nobody around here ever does any work but me."
Most obvious feeling is:

7. "I made an 'A' on a math test today."
Most obvious feeling is:

8. "We're going on vacation tomorrow."
Most obvious feeling is:

9. "My sister is the family pet."
Most obvious feeling is:

10. "You've got it made, man. You don't have any problems."
Most obvious feeling is:

11. "When I'm alone sometimes I feel like crying."
Most obvious feeling is:

12. "Hey! My project has been accepted!"
Most obvious feeling is:

6-4

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Positive Attitudes

STUDENT OBJECTIVE/OUTCOME: The student will recognize specific negative thinking patterns that lead to a "bad day."

PROCESS/ACTIVITIES: When something "goes wrong" during the day, pay attention to your thoughts. Try to remember two things: first, what happened just before the thinking started, and then, what kinds of things the thoughts were saying. Offer the class an opportunity to report back with their observations soon after the assignment is given. Share what happened and what the thoughts were like. What did you do when you noticed the thoughts? What kind of day did you have afterwards? Distribute the handout, "Negative Thoughts." In each pair of sentences, one thought makes sense and is reasonable. The other sentence is the negative thoughts and will leave us feeling bad about ourselves or others. Circle the negative thoughts. Students will list negative thoughts, then describe their feelings. Example:

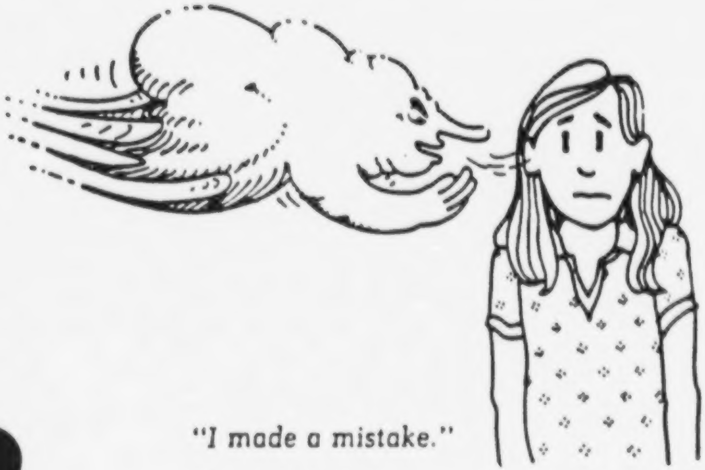
Thought	Feeling
-I'll never be good at sports!	
-I can't do anything right!	
-No way can I finish this in time! I give up!	
-I bet everyone's laughing at me! I'm such a klutz!	
-I'll never be able to do this!	
-I wasn't invited because nobody likes me!	
-She always gets the best gift.	

EVALUATION: Student will list two negative thoughts that will lead to a bad day and lower self-esteem.

RESOURCE

NEGATIVE THOUGHTS

In each pair of sentences, one thought makes sense and is reasonable; the other sentence is the Whispering Phantom, and will leave us feeling bad about ourselves or others. Circle the Whispers.



"I made a mistake."	*"I never do anything right."*
"I can't do it."	*"This is hard for me."*
"Nobody likes me."	*"I would like to have more friends."*
"If I don't get a new bike, everything will be just awful."	*"I really want a new bike."*
"She's not someone I want to be friends with right now."	*"I can't stand her!"*
"I would like to be his friend."	*"He just has to like me."*
"I'm no good."	*"I'm feeling sort of low."*
"I'll just die if I don't get that part in the play."	*"I'll feel very disappointed if I don't get that part in the play."*
"He makes me so mad."	*"I feel angry a lot when I am around him."*
"I always get in trouble."	*"It seems like I get in trouble a lot."*
"I wish I got a bigger allowance."	*"I'm the only one who gets such a small allowance.*

(From Timberline Press, THINKING, CHANGING, REARRANGING)
P. O. Box 70187
Eugene, OR 97401

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Positive Attitudes

STUDENT OBJECTIVE/OUTCOME: The student will define self-esteem, recognize some of the sources of one's own feelings and what to do to improve self-esteem.

PROCESS/ACTIVITIES: Discuss the meaning of self-esteem as a part of your self-image, or how you feel about yourself. Explore with the students ideas they have about self-esteem. When do they feel good about themselves? When do they feel bad about themselves? Why do some people seem to have higher self-esteem than other people? People often depend on others (parents, teachers, friends) for good feelings about themselves. Why can that backfire on us? Some people seem to feel good about themselves even when things are going wrong for them. How do they do it? Example: Two different students can both be left sitting on the sidelines while all the other students have been chosen for the team. One can still feel O.K. about himself/herself and the other ends up feeling bad. What is the difference? When some things go wrong for you, how do you feel? Sharing: What is it like to have a bad day? How long does it last? What causes bad days? Do you try to change them? What finally brings them to an end? When, during the day, are things most likely to take a turn for the worse? How often do you have what you would describe as a bad day? What do you do to try to change it? How successful are you? Distribute handout, "Day Chart." Have the students mark on their chart how their typical day goes. Distribute handout, "Vocabulary-Emotions/Feelings." Have students create a role playing situation to illustrate the meaning of chosen terms. Role Playing: Have students role play some typical situations that might cause a bad day.

EVALUATION: Have student define self-esteem and list two things that happen which consistently upset them and give them a bad day.

6-5

RESOURCE DAY CHART

	10	
A very good day	9	
	8	
An above average day	7	
	6	
An average day	5	--------------------------------
	4	
A below average day	3	
	2	
A bad day	1	
	0	

(From THINKING, CHANGING, REARRANGING; Timberline Press)
P. O. Box 70187
Eugene, OR 97401

RESOURCE

VOCABULARY

EMOTIONS/FEELINGS

- Angry
- Embarrassed
- Frightened
- Shy
- Annoyed
- Depressed
- Guilty
- Anxious
- Nervous
- Joyful
- Cheerful
- Despaired
- Enraged
- Suspicious
- Sad
- Mad
- Terrified
- Worried
- Loving
- Excited
- Ashamed
- Confident
- Desperate
- Disappointed
- Disgusted
- Frustrated
- Grateful
- Grouchy
- Confused
- Hostile
- Left Out
- Relaxed
- Hopeful
- Hurt
- Impatient
- Insecure
- Jealous
- Proud
- Resentful
- Respectful
- Satisfied
- Stubborn
- Sympathetic
- Upset
- Worthless
- Troubled
- Lonely
- Afraid

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Healthy Choices

STUDENT OBJECTIVE/OUTCOME: The student will provide ideas for coping with stress.

PROCESS/ACTIVITIES: Discuss with students the meaning of stress and some of its causes. Let the students share about times they have felt stress. Ask students to give some methods for coping with stress. Have students complete the worksheet "Reacting to Stress." Ask students to share their answers.

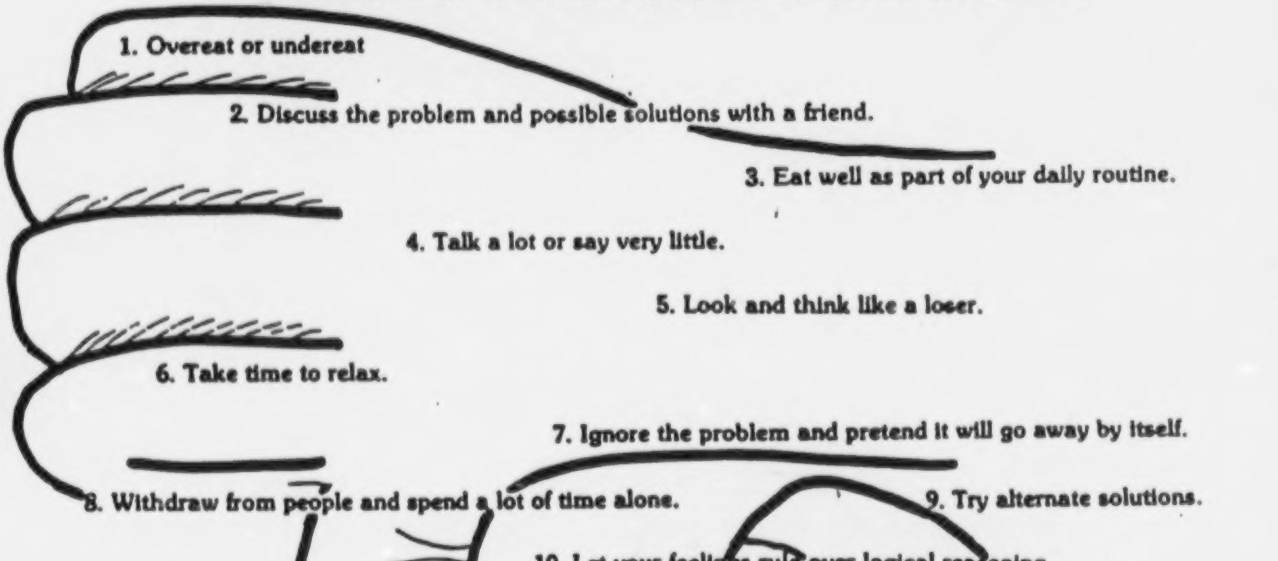
EVALUATION: Counselor observation

RESOURCE: REACTING TO STRESS

Listed below are some possible ways of reacting in stressful situations.

A. Circle those you feel would be positive reactions; coping in a productive manner.

B. Draw a line through those that would seem to be negative or ineffective ways of coping; coping in a non-productive manner.



1. Overeat or undereat
2. Discuss the problem and possible solutions with a friend.
3. Eat well as part of your daily routine.
4. Talk a lot or say very little.
5. Look and think like a loser.
6. Take time to relax.
7. Ignore the problem and pretend it will go away by itself.
8. Withdraw from people and spend a lot of time alone.
9. Try alternate solutions.
10. Let your feelings rule over logical reasoning.
11. Accept limitations in yourself and the situation which cannot be changed.
12. Get headaches, backaches, or colds.
13. Express the emotions you feel relative to the situation.
14. Give up and do nothing to solve the problem.
15. Be irritable and angry.
16. Look and think like a winner.
17. Try alcohol or drugs to make the situation seem better.
18. Deal with the problem without exaggeration.

C. Which three reactions best describe your usual response to stress? Can you add others to this list?

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Healthy Choices

STUDENT OBJECTIVE/OUTCOME: The student will recognize thought as the source of his/her emotional states.

PROCESS/ACTIVITIES: Distribute the handout "Having An O.K. Day Even Though Things Go Wrong." One set of thoughts would leave us feeling upset and might ruin our entire day. The other set of thoughts would leave us feeling O.K. Circle the thoughts that would lead us to have an O.K. day in spite of the fact that things went differently from what we wanted. Role Play: For example, "You missed the school bus and had to walk to school in the rain." Split the class into two groups. Have the "O.K.'s" create thoughts about what happened that would acknowledge that they didn't like what happened, but which would allow them to produce an O.K. day anyway. The "Miserables" may create thinking that will produce a bad day. Discussion: Initiate a discussion about the quality of our thinking. Where do negative thoughts come from? (parents, teachers, friends, TV, advertisements, magazines, etc.) Where are we exposed to them in our culture? Are they ever a problem?

EVALUATION: List three thoughts that will leave you feeling O.K. Where do negative thoughts come from? Name three sources.

RESOURCE

HAVING AN O.K. DAY EVEN THOUGH THINGS GO WRONG

One set of thoughts would probably leave us feeling upset and might ruin our entire day; the other set of thoughts would leave us feeling O.K., even though we don't like what happened. Circle the thoughts that would leave us having an O.K. day, in spite of the fact that things didn't go the way we had wanted.

"...Why do I always have to do the dishes? It's not fair! Nobody else has to do all the stuff that I have to do!..."

"...It's really hard for me to get along with him and I would rather not sit next to him. But I can handle it, so I'm not going to make a big deal out of it..."

"...I don't agree with the way she thinks this should be done, but the decision is hers. I guess we don't have to do it my way. I'll wait and see..."

"...He makes me so mad! Every time I see him he just ruins my whole day..."

"...I really don't like to do dishes, but I can handle it. It never takes as long as I think it will. As soon as I'm done I can do other things I'd prefer doing..."

"...He's such a creep! I can't stand him. Sitting next to him is just awful..."

"...Her ideas are all stupid. She can't even figure out the best way to do anything. Why do we have to do it her way?"

"...It's really hard for me to tell people that I can't stay any longer. I'm a little afraid they'll get angry, or think I'm being rude. I need to practice, though."

"...Nobody can make me angry or make me happy. I am responsible for how I feel, and I can feel O.K. whether I see him or not. It's not easy, and I have to work at it, but I can handle it."

(From THINKING, CHANGING, REARRANGING, Timberline Press)
P. O. Box 70187
Eugene, OR 97401

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Respecting Others

STUDENT OBJECTIVES/OUTCOME: The student will recognize that his/her behavior affects others and will learn what behavior would be more accepted by others.

PROCESS/ACTIVITIES: Divide the class into small groups. Have each group member name three things that others do which help him/her feel accepted. Have students think of a time when they wanted to talk and someone kept butting in, would not stay on the subject or wanted all of the attention. Have students work in pairs to list some rules of good social conversation. Have each pair read its list to the rest of the class. You can give a bit more structure to this task by asking that the lists consist of do's and do not's.

EVALUATION: Counselor observation

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Gaining Responsibility

STUDENT OBJECTIVE/OUTCOME: The student will develop respect for rules and regulations and see how he/she is expected to be more responsible as time passes.

PROCESS/ACTIVITIES: Explain to the students that rules and regulations are found anywhere that people come together (home, school, church, cities, states, and nations). Also explain that it is important that students understand the purposes for rules and regulations. Have the students write a paragraph on the topic: "The School With No Rules." Ask them to include in their paragraphs what they believe would happen: (a) in the hallways, (b) on the playground, (c) in the school cafeteria, (d) on the school bus, (e) in the classroom. Have the students read their paragraphs and make a list on the board of problems that were caused by no rules. Discussion: Ask the students to discuss why they think it is necessary to have rules and regulations in the school. Ask the students to look at the list of problems on the chalkboard and tell how their school rules attempt to address those problems (give each student an opportunity to respond). Ask the students to discuss which of the school rules they believe are fair or unfair. Where rules are thought to be unfair, rewrite the rules to make them fair. Ask the students to discuss how their responsibilities have changed since first grade. MATERIALS: Chalkboard, paper, and pencil

EVALUATION: Completed paragraphs and discussion

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Developing Relationship Skills

STUDENT OBJECTIVE/OUTCOME: The student will recognize that he/she can say "no" to group pressure.

PROCESS/ACTIVITIES: Achieving group identity is a developmental stage, and it is not easy for young people to stand out as individuals. These exercises don't intend to eliminate the continual tension between group and individual goals, but they do intend to give children some basic practice in asserting their needs. For some young people, just forming the thought that they can act differently from peers is valuable growth. Note that in each problem presented, the student is given the response to be role played. The object of this particular lesson is to practice saying "no," not to clarify values at this time. Direct two students to practice the scripts before class time. Demonstrate that individuals have the right to make different choices using new topics such as roller skating or swimming, two current movies, two current actors, candy or fruit. Discuss with the class the importance of taking a stand against group pressure. Tell them that they have a right to stand up for what they believe or want, even when the rest of the group wants them to do something else. It is often difficult to say "no" to friends, but sometimes it can be really important to do so. This lesson will offer practice in ways to say "no" to friends when one needs to. Clarify that because a person chooses not to do what a friend wants does not mean that he/she has lost that friendship. Direct the class to listen to each of the following scripts and predict the response that can be expected in each situation. Ask: What does each person feel? What does each want? What might happen next? Why? After the scripts have been read and discussed, direct the students to form triads. Designate members A, B, C; then give each member of the triad the corresponding card. The groups will have three minutes for each situation. (Be sure to remind the students of their space limitations, and caution them that in the car situation, Card C, they are to demonstrate the words said in the situation, not the driving of the car.) Announce the end of each three-minute segment. Talk about each situation. When discussing Card C, implant the idea that if all else fails, the student or gas attendant could call the Highway Patrol.

EVALUATION: Student participation

RESOURCE

ASSERTING YOUR RIGHT TO NOT GO ALONG WITH THE CROWD

1.

BETTY: Hi, Lisa, do you want to go to the movie with me tonight? I've heard that it is a really good one.

LISA: Thanks a lot for asking me Betty, but I don't want to go to that movie tonight. I really appreciate your thinking of me.

BETTY: Oh, come on.

LISA: No, thanks anyway.

BETTY: Why Not?

LISA: I'm really tired, and I just don't feel like going out tonight. But I'd like to go with you some other time.

BETTY: O.K., another time.

2.

LEE: Singh, I got some cigarettes. Let's go out back and smoke.

SINGH: I'm sorry, Lee, but I don't want to smoke.

LEE: Oh, come on. It's not going to hurt you. What's the matter, are you afraid?

SINGH: No, Lee, I don't want to smoke. I appreciate your thinking of me, and I want to be your friend, but I don't want to.

LEE: Gee whiz! Come on, it's no fun to smoke alone.

SINGH: I suppose it isn't, but I'm not going to smoke with you.

LEE: I guess you aren't really my friend.

SINGH: Oh yes I am, I just won't smoke. I'd still like to see you at school and go to the movies on Saturday with you.

(From GAMES CHILDREN SHOULD PLAY)

RESOURCE ASSERTING YOUR RIGHT NOT TO GO ALONG WITH THE CROWD

SITUATIONS:

A. Your friends want you to smoke with them. You don't want to. Tell them that you don't want to.

B. Your friends want you to drink beer with them. You don't want to do that. Tell them that you don't want to do that, but you still want to be their friend.

C. You're in a car with a driver who is driving very dangerously. You are scared. Tell the driver to stop at a gas station because you need to go to the bathroom. After you have gotten out of the car, tell the driver that you're not going to ride with him/her any longer. You'll find another way home. Then ask the gas attendant to let you use the phone. Call your parents, or if they're not home, a friend, and tell them the problem. Ask them to come for you.

(From GAMES CHILDREN SHOULD PLAY)

6-11

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Resolving Conflict

STUDENT OBJECTIVE/OUTCOME: The student will recognize that he/she can say "no" to group pressure.

PROCESS/ACTIVITIES: Review the previous lesson, reminding students that they have a right to stand up for what they believe or want and that even though it is often difficult to say "no" to friends, it can be extremely important to do so. This lesson will offer further practice in ways to say "no" when one needs to. Remind students that because a person chooses not to do what a friend wants does not mean that he/she has lost that friendship. Direct the students to form pairs. Give each pair a card. They will have three minutes to practice their situation. At the end of the practice period, call the students back together in a larger group. Talk about each situation and ask for pairs to volunteer to demonstrate solutions.

EVALUATION: Counselor observation

RESOURCE ASSERTING YOUR RIGHT

A. Your friend tells you that he/she can get drugs from an older brother. You are not interested. Tell your friend that you are not interested.

B. Your friend wants you to hold your test paper so that he/she can copy your test answers. You don't want to do that. Tell your friend that he/she can't copy your paper.

C. Your best friend wants to copy your homework. You do not want your friend to copy. Tell your friend that he/she will have to do his/her own work.

D. Your friend wants to compare report cards. You don't want to share yours. Tell him/her that you are not going to tell your grades.

E. Your friend wants to borrow your expensive guitar. You know that your friend does not have enough money to replace the guitar if it breaks. How will you tell your friend that you do not want him/her to borrow your guitar?

(From GAMES CHILDREN SHOULD PLAY)

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Resolving Conflicts

STUDENT OBJECTIVE/OUTCOME: The student will demonstrate courteous, assertive behavior in representative home situations.

PROCESS/ACTIVITIES: Elicit from the students the nonverbal and verbal signs of getting the message across confidently and courteously: standing tall, looking directly at a person, remembering courteous timing, using a courteous tone of voice, speaking clearly, using "I...." Stress that assertiveness involves respecting oneself and respecting others. Direct the students to form groups of two or three. Remind them to use the problem-solving process. After each group role plays its solution, ask the class to critique the solution. Ask: "How do you think that solution would work?" "How would you have responded if ...had said that to you?" "Can you think of any other ways this might have been worked out satisfactorily?" (Note: If a group of students models an aggressive or passive solution, ask the students to try again, or ask someone else to model an assertive response before they try it again.) For every role play, the test of assertiveness is: did the actor respect his/her own rights and the rights of others? (From GAMES CHILDREN SHOULD PLAY)

EVALUATION: Counselor observation of students ability to respond assertively to specific situations

RESOURCE ASSERTIVENESS AT HOME

A. Your little brother has made something special for you. You know that he worked hard on it. Tell him how much you appreciate that.

B. Your mother has planned a special dinner for your birthday. She tells you that she is going to fix a special cake for you. She doesn't know that you don't like that kind of cake. What will you do?

C. Your older brother and sister frequently take your games out and play with them. They don't put them back. You feel angry about this, but you also know that you often borrow their things and don't return them. What will you do?

D. You had a very disappointing day. Everything seemed to go wrong. Your parents are feeling sad for you, and they have been very thoughtful. They even did your chores for you. Tell them that you appreciate their thoughtfulness and caring.

E. Your parents aren't home. You take some cookies that you were told not to take. You put them on a nice plate and then you stumble, dropping and breaking the plate. What will you say to your mother when she comes back?

F. You are working on a special art project when your little brother comes in and takes some of your things. You chase after him. He falls and hurts himself. Just then your father comes in. What will you say?

G. Your family and friends are eating Thanksgiving dinner at your aunt's house. You find that she has given you a dirty fork. What will you do?

H. You are very uncomfortable around one of your relatives. You don't want to be left alone with him. Tell your parents how you feel, and ask them not to leave you alone with him.

(From GAMES CHILDREN SHOULD PLAY)

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Resolving Conflicts

STUDENT OBJECTIVE/OUTCOME: The student will demonstrate courteous, assertive behavior in representative school situations using appropriate verbal and non-verbal communications.

PROCESS/ACTIVITIES: Review the process of problem solving. Remind the students that after they have examined the possible consequences of an action and have chosen an appropriate solution, it is time to act. Explain that sometimes, even when people know what they should do or say, they find it difficult to do or say it in a manner that respects their own and others' rights. Practicing with each other helps everyone to see how a variety of solutions might work. Remind students of the non-verbal and verbal ways of getting the message across: standing or sitting tall, looking directly at a person, using a courteous tone of voice, speaking clearly and confidently, using "I" messages, using considerate timing. Direct the students to form small groups. Give each group a task card and direct the students to role play a desirable solution. Ask: "How do you think that solution would work?" "How would you have responded if...had said that to you?" "Can you think of any other ways this might have been worked out satisfactorily?" (Note: If a group models an aggressive or passive solution, ask the students to try again, or ask someone else to model an assertive response before they try it again. Communicating assertively can be difficult--encourage even the smallest steps in that direction.) (From GAMES CHILDREN SHOULD PLAY)

EVALUATION: For every role play, the test of assertiveness is: Did the actor respect his/her own rights and the rights of others?

RESOURCE ASSERTIVENESS AT SCHOOL

A. You like the woman who is on playground duty, but your best friends don't like her. They are angry at her because she punished them when they broke the school rule. They are saying mean and untrue things about her. What will you say to them?

B. You really like school, but some of your friends don't. On your way to school one morning, they tell you they're going to skip school and they ask you to come along. What will you say to them?

C. You like to play softball. You go out to the field every recess. You're usually chosen last and that hurts your feelings, but you go ahead and play your best. You are often last to bat, so sometimes you don't get your turn. Tell one of your classmates how you feel and what you want.

D. You feel you have been treated unfairly by the playground supervisor, who benched you for breaking a school rule. You don't feel that the supervisor understood the whole situation. What can you say to him/her?

E. During games at recess, the whole team yells at you when you goof. Other team members aren't perfect, but they don't seem to get yelled at as much as you do. Tell a teammate how you feel and what you want.

F. You especially enjoyed the science lesson that was taught today. Tell the teacher how much you liked it.

G. You are saying goodbye to a classroom aide who has been helpful to you and whom you liked very much. Tell that aide how you feel toward him/her and how much you appreciate him/her.

H. Your friend has taken a school baseball home. What will you say to him/her?

I. The teacher wants you to work on a group project. You want to work on the project, but you don't want to work with the group to which you were assigned. Explain this to the teacher.

J. Your friends want you to smoke with them. You don't like smoking, and you don't want to start that habit; but you like your friends, and you want to be with them. Tell them what you are thinking.

(From GAMES CHILDREN SHOULD PLAY)

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Resolving Conflicts

STUDENT OBJECTIVE/OUTCOME: The student will define cooperation, demonstrate cooperation using appropriate verbal and non-verbal communication, and discuss methods that lead to effective cooperation.

PROCESS/ACTIVITIES: Introduce the activity by telling the students you have some situations for them to role play. You will need two teams for each situation. In these situations they will be practicing cooperation. Define cooperation as two or more people working together toward a common goal. For each situation the first team will act out the scene with no cooperation. The second team will act it out with total cooperation. Encourage students to use appropriate non-verbal communication such as facial expressions and body language. The following are role playing situations: Two people both want to write, but there is only one piece of paper; two people both want to look at the same book; two people both want a piece of pie, but there is only one left; two people both want to play with the same ball. Process the activity by asking the students how they felt in each situation. Have students give examples of cooperation they have used with friends.

EVALUATION: Counselor observation

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Resolving Conflicts

STUDENT OBJECTIVE/OUTCOME: The student will use appropriate verbal and non-verbal communication skills to resolve conflict.

PROCESS/ACTIVITIES: Introduction topics: (a) How many of you have been teased? (b) How many like to be teased? Discuss: What actions "bug" you? Why do other children tease? (for attention, to play, learned to play by teasing, have been hurt and want to hurt others, don't feel very good about themselves) What are they trying to get you to do (get mad, to fight, to be embarrassed or feel bad)? If you become angry or fight, what are you doing (playing their game, being their slave, letting them manipulate you)? How can you spoil their game (by refusing to play, by changing the rules)? When someone is bugging you what can you feel building up inside (feel anger, first thing you do is shut it down)? How can you do that (count to ten, take a deep breath, talk to yourself about calming down and taking appropriate action)? The Debugging system--how to do it: ignore them...don't give yourself away with indignant body language. Do not see them. Do not hear them. They do not exist. Walk away...if you run, what will happen? They will chase and that is a new game. Walk casually away. Talk friendly...maybe they are lonely or trying to make friends. Use a friendly voice and a smile to let them know you don't appreciate the teasing but you would be happy to play. Talk tough...use a firm voice, face them, tell them you do not appreciate their action and you expect them to leave you alone. Get adult help...why do adults often refuse to help? Because they want you to work it out for yourself. So if you tell them that you just tried all these steps and still need some help, you are more likely to get cooperation. (From DAWN HARRIS, Jacksonville, AR 72076)

EVALUATION: Observation and participation

RESOURCE DEBUG

DEBUGGING SYSTEM:

1. Ignore them...if that doesn't work...
2. Move away...if that doesn't work...
3. You talk friendly...if that doesn't work...
4. You talk tough...if that doesn't work...
5. Get adult help.

What if Debug doesn't work?

1. Laugh with them.
2. Think about how badly teasers must feel about themselves.
3. Teasing can only "get to you" if you let it. If they call you "refrigerator" does that make you mad? Tell yourself that saying it doesn't make it true.
4. What if it is true? Think about the special things about yourself and think about the people who like and appreciate you.
5. Remember, you don't have to be perfect to be liked. Nobody is perfect. A friend is someone who knows all about you, but likes you anyway.

(From DAWN HARRIS,. P.O. Box 784, Jacksonville, AR 72076)

RESOURCE TEACHER ORIENTATION

I Opening.
  A. Teasing, tattling, and bullying.
  B. Why do children do them?
  C. What do you usually do?

II Introduce The DeBug System.
  A. Theory.
    1. Goals of misbehavior.
    2. Extinction, withholding reinforcement.
    3. Assertive messages.
    4. Self-management.
    5. Adult role (Message to students: Do what you can to manage your own relationships, but when you have run out of solutions, or when someone is being hurt, adults are available to help.)

  B. Present the five steps.
  When someone is bugging you, the first thing you try is:
    1. Tune them out, if that doesn't work...
    2. Move away, if that doesn't work...
    3. You talk friendly, if that doesn't work...
    4. You talk tough, if that doesn't work...
    5. Get adult help.

  C. Teacher response.
    1. Have you tried DeBugging?
    2. What step are you on?
    3. Come back if you get to step five.

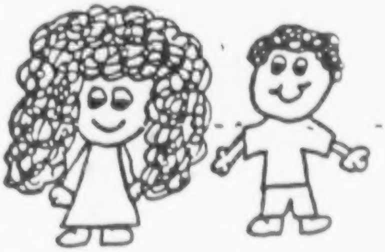
  D. Asking for adult help.
    1. Send for the offending child.
    2. Provide a place the students can talk.
      a. Direct them to tell each other what each wants to happen and how they can make that happen.
      b. Express your confidence that they will work it out.
      c. Neither child can leave until they both agree.

(From DAWN HARRIS, Jacksonville, AR 72076)

RESOURCE DEBUG RULES

WHAT TO DO WHEN SOMEONE BOTHERS ME...

1. IGNORE
2. MOVE
3. ASK POLITELY
4. TELL FIRMLY
5. GIVE WARNING
6. GET HELP



CATHERINE OVERBY
ELEMENTARY COUNSELOR
NORFOLK PUBLIC SCHOOLS, VA

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Effective Decisions

STUDENT OBJECTIVE/OUTCOME: The student will recognize facts, rational beliefs and irrational beliefs and use this information in decision making.

PROCESS/ACTIVITIES: Definitions and Examples: a. Fact is known to be true, can be proven, and is accepted by almost everyone. (Example: Math is a subject taught in school.) b. Belief is an idea felt to be true by some people, but maybe not by others. It is like an opinion. (Example: Long division is a waste of time.) c. Rational beliefs makes sense. They may not be true all the time, or may not be true for everyone. (Example: "Bicycles are better for transportation than cars.") d. Irrational beliefs don't make sense. They are not true; they are ridiculous. (Example: "Everybody should ride a bike all the time. People who drive cars are ruining everything! They should be fined!" Additional examples will be generated from the class. Distribute the handout, "Which Are Facts? Which Are Beliefs?" Student will put a #1 for Facts; #2 for Rational Beliefs; and #3 for Irrational Beliefs. Distribute the handout, "Words Are Clues To Locating Beliefs." The student will locate one word in each sentence that requires us to classify the statement as a Belief, either Rational or Irrational. Have the class to make a list of words which would be found in statements that are beliefs. They may be words showing comparison, judgments, extremes. After completing the list, discuss which words might be negative thoughts.

EVALUATION: The student will define facts, beliefs, rational, and irrational beliefs. Give examples of each.

RESOURCE WORDS ARE CLUES TO LOCATING BELIEFS

One way to determine whether a statement is a fact or a belief is to listen carefully to the words being used. Are there words that give an opinion, or let us know what the person thinks about something? Is somebody making a judgment, or a comparison that one thing is "better" than another? If so, the person is usually stating a belief. Each sentence has one word in it that puts the whole statement in a category called "beliefs." When you find the word that indicates a belief is being stated, circle the word.

1. "How awful!"

2. "This movie is pretty good."

3. "This is an exciting book."

4. "Chocolate ice cream is great!"

5. "Bicycles are better for transportation than cars."

6. "Long division is a waste of time."

7. "Anybody who doesn't like chocolate is stupid."

8. "She shouldn't wear those clothes."

9. "This is the best way to do it."

10. "He's such a jerk."

11. "She's so lazy."

12. "I never get what I want."

13. "She is a sweetie."

14. "She is the best worker in the class."

15. "Nobody understands me."

16. "I can't do things that are hard."

17. "It's too hard."

18. "I just have to get that game."

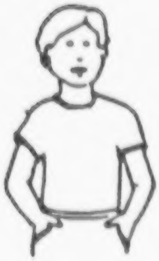
19. "It will be terrible if I have to move away."

20. "This is the worst thing that has ever happened."

6-16

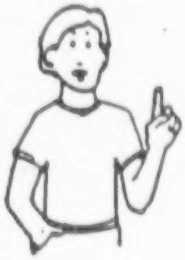
RESOURCE WHICH ARE FACTS? WHICH ARE BELIEFS?

Put a #1, #2, or #3 next to the statement.



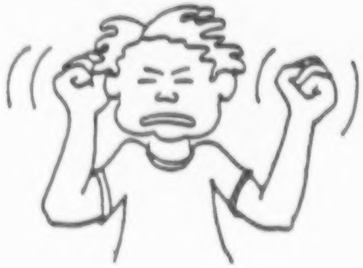
Fact

#1



Rational Belief

#2



Irrational Belief

#3

______ She always gets to watch her program. I never get to decide what's on. It's all her fault I'm in a bad mood 'cause I had to watch her crummy ole program.

______ Watching television is a waste of time.

______ Television is used for both education and entertainment.

______ Danny made a face at me.

______ People shouldn't do that! Danny's a creep! Somebody should beat him up for not being nice to me. He shouldn't be that way!

______ Danny's not a very nice person.

______ Jogging is better for you than swimming.

______ Jogging increases your pulse rate.

______ People who don't go jogging are just lazy! Everybody should jog!

(From Timberline Press, THINKING, CHANGING, REARRANGING)
P. O. Box 70187
Eugene, OR 97401

6-17

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

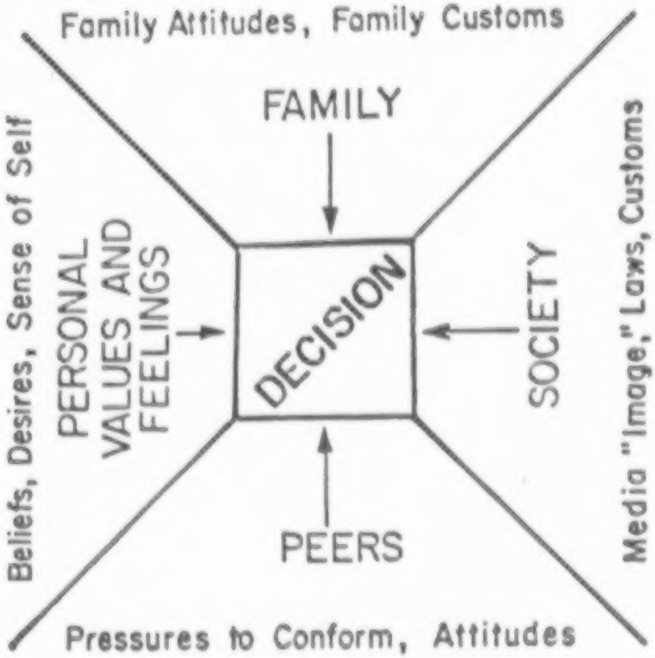
GOAL: Making Effective Decisions

STUDENT OBJECTIVE/OUTCOME: The student will identify some influences on decision-making.

PROCESS/ACTIVITIES: Explain that decisions about the use or non-use of alcohol and other drugs are influenced by a number of factors--some of which we are very much aware, and some may be hidden. Ask students to identify influences on their decision-making. For example, what influences might act on a decision to attend or not attend a party? To go or not to go to college? To smoke or not to smoke marijuana? Discuss these influences on decision-making: Peer influences, family influences, social influences, cultural influences, legal influences, personal values. Distribute handouts and use them to guide discussion. (From MISSISSIPPI SUBSTANCE ABUSE PREVENTION CURRICULUM 6:D-1)

EVALUATION: Name five factors that influence decision-making.

RESOURCE INFLUENCES ON DECISIONS


Family Attitudes, Family Customs
FAMILY
Beliefs, Desires, Sense of Self
PERSONAL VALUES AND FEELINGS
DECISION
SOCIETY
Media "Image," Laws, Customs
PEERS
Pressures to Conform, Attitudes

(From MISSISSIPPI SUBSTANCE ABUSE PREVENTION CURRICULUM 6: D-1)

RESOURCE WHAT ARE THE INFLUENCES ON BETTY'S DECISION?

For two years, Betty hoped that Stan would ask her out. She did not really think he would - he was older, much more sophisticated and seemed very independent and sure of himself. But he did ask her out last week. They went to a movie and had a wonderful time. Tonight is their second date. They are at a party. Betty does not know too many of the people - most of them are not from her school, but they are friendly, interesting and fun to be with.

Betty, who is usually very shy, finds herself relaxing and having a great time. Bob, one of the guys, pulls out a baggie filled with a brown tobacco-like substance, and rolls several cigarettes. When he is finished everyone cheers. He passes one to Stan, who lights it, inhales deeply, and hands it to Betty. Betty tries to pass it on without taking any. She has promised her father not to try drugs, ever. Besides, she is not sure what the drug is - marijuana? - or how she would react to it. Stan stops her. "Come on, little girl," he says, "Take a hit."

Betty knows that despite the gentleness of his words, it is important to Stan that she try the drug. If she does not, he will probably never take her out again. She hesitates, unsure what she should do.

What are the peer pressures on Betty's decision?

What are the legal pressures?

What are the family pressures?

What are the personal pressures brought about by Betty's own feelings?

(From MISSISSIPPI SUBSTANCE ABUSE PREVENTION CURRICULUM 6: D-1)

PERSONAL/SOCIAL DEVELOPMENT: Learning to Live

GOAL: Making Effective Decisions

STUDENT OBJECTIVE/OUTCOME: The student will compare decisions made before and after gathering information about that decision.

PROCESS/ACTIVITIES: Have students move the desks so that there is a wide path from one end of the room to the other. Then the teacher asks a question such as: "Which would you rather learn, roller skating or ice skating?" Tell them that they have to choose from two alternatives. One alternative is roller skating. The other alternative is ice skating. Those who would choose roller skating go to the one side. Those who would choose ice skating go to the other side. Then each student finds a partner on the same side and explains the reasoning behind his or her choice and how life would be different if he or she had chosen the other side. Give an example of how their lives might be different with (or what might be the consequences of) each choice. If they chose roller skating: they could never take part in the Olympics, they could practice outside on the sidewalk, they could roller skate to school with friends. If they chose ice skating: they would have to practice on ice, their outdoor practicing would have to be done in cold weather, they may have to practice on an ice rink, they might possibly take part in the Olympics. Then everyone turns to the center of the room and the teacher continues with the questions. The students should be encouraged to find a new partner each time. Choose five or six of these or make up your own. Which would you choose: to hang a "No trespassing" sign or a "Welcome" sign, to visit a roaring river or a quiet lake, to be a talker or a fighter, to have a rope or a kite string, to live on a mountain or in a valley, to be a leader or a follower, to have a paddle or a ping pong ball, to have a crayon or a pencil, to play with a pogo stick or roller skates and/or to live in the city or in the country? Summarize the activity by saying that we are forced to make choices.

EVALUATION: The student will discuss how having a large number of alternatives encourages looking at all aspects, allows for the best choice to be made, allows for a broader view of consequences. The student will select a specific decision to be made, generate alternatives, gather a variety of information about decisions to be made, generate alternatives again, compare his/her ability to generate and assess alternatives, before and after gathering information.

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Applying Effective Study Skills

STUDENT OBJECTIVE/OUTCOME: The student will learn how to use assertive behavior in order to become a better student.

PROCESS/ACTIVITIES: Distribute the "Study Skills" questionnaire. Have students complete the questionnaire. Discuss. Distribute "The Ways We Learn." Use completed sheets as a discussion guide. Stress the importance of knowing individual learning styles.

EVALUATION: Completed worksheets and student participation

RESOURCE STUDY SKILLS QUESTIONNAIRE

Read carefully each of the following questions and answer honestly by circling 'Yes' or "No."

1. I HAVE A QUIET PLACE TO STUDY? YES-NO
2. I WRITE DOWN ALL MY ASSIGNMENTS? YES-NO
3. I WANT TO MAKE GOOD GRADES? YES-NO
4. I SPEND ENOUGH TIME STUDYING? YES-NO
5. I STUDY THE HARDER SUBJECTS FIRST? YES-NO
6. I PAY ATTENTION IN CLASS AND DON'T DAYDREAM? YES-NO
7. I KEEP UP WITH ALL MY CLASSWORK? YES-NO
8. I EAT A WELL BALANCED BREAKFAST? YES-NO
9. I KEEP A NEAT AND ORGANIZED NOTEBOOK? YES-NO
10. I GET ENOUGH SLEEP? YES-NO
11. I ALWAYS REVIEW THE MATERIAL BEFORE A TEST? YES-NO
12. I HAVE THE PROPER SUPPLIES WHEN I GO TO CLASS? YES-NO
13. I'M IN GOOD SHAPE? YES-NO
14. I TAKE GOOD NOTES IN CLASS AND WHEN I READ TO LEARN? YES-NO
15. I SET GOALS FOR MYSELF? YES-NO
16. I ALWAYS READ THE SUMMARY AT THE END OF THE CHAPTER? YES-NO
17. MY FRIENDS ARE CONCERNED ABOUT THEIR SCHOOLWORK? YES-NO
18. I'M PROUD OF THE WORK I DO IN SCHOOL? YES-NO
19. I'M HAPPY MOST OF THE TIME? YES-NO
20. I JOIN IN ON CLASS DISCUSSIONS? YES-NO
21. IF I'M ABSENT, I CALL SOMEONE FOR MY HOMEWORK? YES-NO
22. I STUDY THE ILLUSTRATIONS IN THE TEXTBOOKS? YES-NO
23. I STUDY SOME EVERY NIGHT? YES-NO
24. I TAKE SHORT BREAKS WHEN I GET TIRED? YES-NO
25. I KNOW THE IMPORTANCE OF A GOOD EDUCATION? YES-NO
26. I TEST MYSELF? YES-NO
27. I USE FLASHCARDS AND INDEX CARDS? YES-NO
28. I ASK THE TEACHER FOR HELP IF I DON'T UNDERSTAND? YES-NO
29. I REVIEW OFTEN? YES-NO
30. I'M WILLING TO MAKE SACRIFICES TO REACH MY GOALS? YES-NO

RESOURCE

THE WAYS WE LEARN

Many students have problems disciplining themselves in relation to study habits. The amount of time one spends in class is often the chief concern with little or no thought given to planning study periods. The reason for failures and consequently dropouts is often not the lack of ability or motivation; but a lack of knowledge of how to study. Perhaps the suggestions below will assist you in planning successful study habits.

The amount of time spent studying and the degree of success on a test do not necessarily go hand in hand. It is not the amount of time you study, but how you study that counts.

Plan a proper environment for studying. Proper lighting, sound control, privacy, etc., are factors to be considered.

Do understanding and remembering instead of stressing volume or speed.

Review for tests, but do not rely on cramming. Cramming may assist in passing a test, but it is a poor process to use to learn and remember facts.

Keep up with taking notes. Lean to take good notes. One can simplify taking notes and still not lose any important thoughts or concepts.

Look for concepts and thoughts, think instead of memorizing. Each day take a few minutes to recall the main ideas covered in your classroom sessions.

Share with others. Ask them what they think is important. Getting a different view is often rewarding.

Know your instructor and the type of test that he/she administers. Knowing whether to study for an essay or objective test may mean the difference in success and failure.

A suggested time form has been prepared and is shown on the next page. Construct your own chart and use it. Your schedule should fit your needs. A good rule to remember is to study the hardest subject first. Try to study each subject at a certain time. Get in a routine of studying.

EXAMPLE:

Time	Monday	Tuesday	Wednesday	Thursday
5-6	Math	Math	Math	Math
6-7	Meal	Meal	Meal	Meal
7-8	History	History	History	History

EDUCATIONAL GOALS: Learning to Learn

GOAL: Setting Goals

STUDENT OBJECTIVE/OUTCOME: The student will increase communication with parents and understand how parents' goals influence him/her.

PROCESS/ACTIVITIES: Have the students complete the interview and bring the results back to class. Let them share something they learned about their parents. Have students mention some parental goals they learned about from the interview.

EVALUATION: Counselor observation and completed worksheets

RESOURCE UNDERSTANDING YOUR PARENTS

Knowing Your Parents

How well do you really know your parents? This may sound like a strange question, but it is entirely possible to live with someone for a number of years and yet not really know them. Understanding must be a two-way street. You want your parents to know you, understand and appreciate your feelings, problems and wishes. Your parents want you to understand them, too. Only in this way can you help and appreciate them. The following quiz should help you discover how much you know about your parents and their problems.

1. Where does your father work and what does he do (be as specific as you can)?

2. What other kinds of jobs has your father had (when and where)?

3. What hours does he work each week?

4. Does he get a paid vacation each year? How long?

5. What are his favorite hobbies?

6. Is your father a sports fan? If so, what team does he root for?

7. What are your father's favorite TV programs?

8. Does he drink coffee? With or without cream and sugar?

9. To which organizations does your father belong? Has he ever been an officer?

10. How much education did your father receive?

11. Did he have to work when he was in school?

12. When and where was your dad born? Where was he brought up?

13. How old was your father when he got his first car? What kind was it?

14. Name two foods your father doesn't like or can't eat.

15. What worries him most?

RESOURCE QUESTIONS ABOUT MOTHER

1. Where does your mother work? What does she do? Does she enjoy it?

2. What things bother her most?

3. What sort of recreation does your mother like?

4. Name two best friends of your mother; how long has she known them?

5. To which organizations does your mother belong? Has she ever been an officer?

6. What month is Mother's Day? When is your mother's birthday?

7. Name one of your mother's girlhood movie or TV idols.

8. What is your mother's favorite dish?

9. When mother was a girl, was she good at sports? Which ones? What sports does she not enjoy?

10. Where was your mother born?...brought up?

11. How much education did your mother receive?

12. Did she have to work when she was in school?

13. What dances were popular when your mother was in her teens? Was she a good dancer then?...Now?

14. What types of TV programs does she like best?

15. What do your mother's clothes tell you about her?

EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL: Learning Effectively

STUDENT OBJECTIVE/OUTCOME: The student will design and organize a study area at home to improve academic success in school.

PROCESS/ACTIVITIES: Brainstorm with students how to get organized at home. Discuss their experiences with studying and ask; "How do you study? Does it help to be organized when you study? How do you organize your study place? How do you organize your study time? What is a study plan?" Distribute, "Plan Your Study Each Day," "Study Time Schedule," and the "Right Study Setting" handouts. Discuss how they can be used. Discuss with students what keeps them from studying. Have students make a study basket to use at home and bring to school to share with the class. (Everyone's basket is individual and unique). Have students write a descriptive paragraph. Topic: "Describe How You Plan To Get Organized And Improve Your Study Habits.

EVALUATION: Counselor observation and questions, student written work, participation and questions

RESOURCE

STUDY STRATEGY

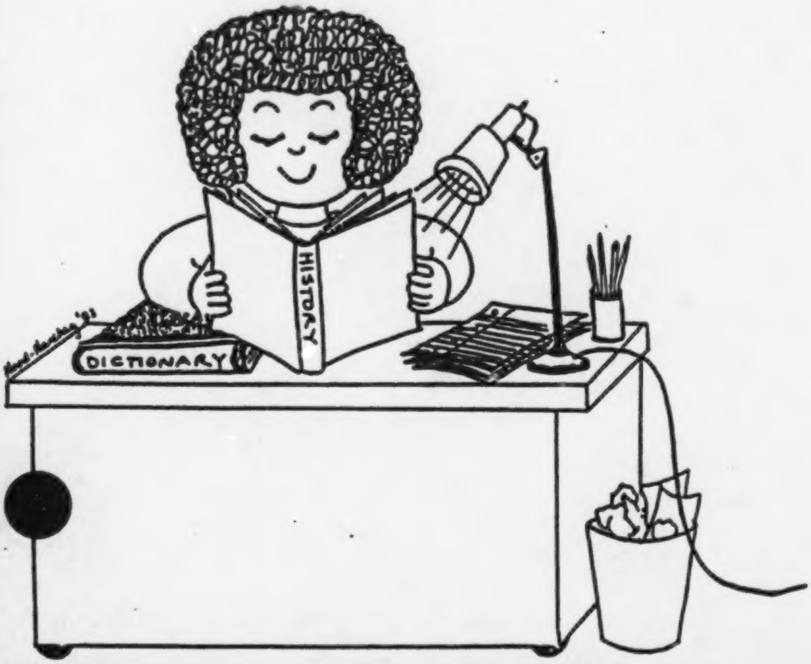
1. Skim pages -- read headings, summaries-- look at pictures, maps, graphs.
2. Ask questions -- turn headings into questions-- read author's and teacher's questions.
3. Read -- look for answers to the questions.
4. Re-state ideas -- summarize ideas in your own words.
5. Review -- read headings again and think of important facts and ideas. Check your memory.

RESOURCE **STUDY SETTING**

Describe your study setting.

GOOD STUDY CONDITIONS

- GOOD LIGHT
- RIGHT TEMPERATURE
- DESK OR TABLE
- COMFORTABLE CHAIR


HISTORY
DICTIONARY

RESOURCE **STUDY PLAN**

III. My Planned Schedule of Activities for a Day

(Draw a vertical line at the end of each block of time - see example under morning).

Month Day

Morning

Time	6:30 - 7:30	
Activity		

Afternoon

Time		
Activity		

Evening

Time		
Activity		

RESOURCE YOUR PLAN

Write a descriptive paragraph.

"DESCRIBE HOW YOU PLAN TO GET ORGANIZED
AND
IMPROVE YOUR STUDY HABITS"

RESOURCE

STUDY TIME SCHEDULE

NAME -

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7-8 A.M.							
8-9							
9-10							
10-11							
11-12							
12-1 P.M.							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							

6-22

EDUCATIONAL DEVELOPMENT: Learning how to Learn

GOAL: Gaining Test Taking Skills

STUDENT OBJECTIVE/OUTCOME: The student will take tests with reduced anxiety.

PROCESS/ACTIVITIES: Have a series of classroom guidance activities using TEST TAKING STRATEGIES by Beverly O'Bryant.

EVALUATION: Counselor observation

RESOURCE

TEST TAKING STRATEGIES
Facilitator

Beverly J. O'Bryant
Regional Counselor

I. EMOTIONAL AND PHYSICAL PREPAREDNESS
  A. Emotional Preparation
    1. Positive attitude-not negative, neutral or over-confident
    2. Ability to concentrate
    3. Relaxation exercises (30 second time out)
  B. Physical Preparation
    1. Food
    2. Rest
    3. Proper utensils for test
    4. Relaxation exercises

II. USING TIME WISELY
  A. Directions
    1. Read or listen to directions before beginning
    2. Skim over test first
    3. Ask questions when you're not sure
    4. Ask about point weights
  B. Order of Taking a Test
    1. Do easy items first
    2. Do hard items last
    3. Lightly mark the ones you need to come back to
    4. Consider point weights
  C. General Information
    1. Your first hunch is usually correct
    2. Don't spend too much time on any one question
    3. Watch for related questions which may help you answer other questions
    4. Don't look for answers to fall in a pattern-they usually don't.
    5. Watch for English usage. Answers should be grammatically correct.
    6. When to guess and when not to guess: Norm referenced and teacher-made tests=YES (Educated and wild guesses) Criterion referenced=NO (Educated guess only)

III. TYPES OF QUESTIONS
  A. Multiple Choice Questions
    1. Looking for specific information

2. Three basic types of multiple choice questions:
   (a) direct question - Example: Which of the following cities is the capital of Georgia? (a) Atlanta (b) Columbus (c) Macon (d) Savannah (e) Valdosta
   (b) completion - Example: The sum of the numbers 44,12,42, 6, 21 is: (a) 112 (b) 135 (c) 144 (d) 145 (e) 195
   (c) fill-in -Example: Shampoo is to hair as______is to teeth. (a) deodorant (b) mouthwash (c) toothpaste (d) soap (f) sugar
3. Read the main part of the question, think of a possible answer, then look for the answer. READ ALL OF THE CHOICES.
4. Eliminate similar choices. Eliminate obviously wrong answers. Choose from what's left.
5. Pay close attention to the stem of the question.
6. Make educated guesses using: (a) Process of Elimination (b) (A-An Rule) A answers=consonant rule; An answer=vowel word (c) Singular/Plural-Subject/Verb agreement (d) synonym/antonym (e) prefix/suffix clues (f) true/false rules: no absolutes
7. Check over all items when your're finished. Occasionally, the answer on one question is given somewhere else on the test.
8. Be aware that there may be more than one right answer.
9. Key words in the question may appear again in the right answer.

B. Matching
   1. If the test has a mixture of names, dates, events, etc., look for the basic match such as a name to a position or an event to a date. Example: Match dates with events - not with persons.

_____1.	Benjamin Franklin	a. former U.S. President
_____2.	Abraham Lincoln	b. famous inventor
_____3.	Discovery of America	c. 1776
_____4.	Martin L. King, Jr.	d. civil rights leader
_____5.	John Glenn	e. astronaut
_____6.	Declaration of Independence	f. entertainer
		g. 1492

RESOURCE TEST TAKING STRATEGIES

C. True False Questions
  1. Words such as always, all, never and none usually make an answer FALSE.
  2. Words such as sometimes, usually, often and some tend to make the answer TRUE.
  3. Look for key words and phrases.

D. Fill in the Blanks (Sentence Completions)
  1. A/An rule
  2. Prefix/suffix clues
  3. Key words
  4. Singular/Plural-subject/verb agreement
  5. Synonym/antonym
  6. Choose answer making the most sense

E. Analogies
  1. Word analyses
  2. Relationship between words

F. Essays
  1. Make a word outline
  2. Write essay around word outline
  3. Make sure information is organized
  4. Make sure you understand the question

6-23

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Forming A Career Identity

STUDENT OBJECTIVE/OUTCOME: The student will describe how honest work at any level contributes to the needs of society and thus can be dignified and satisfying to the worker.

PROCESS/ACTIVITIES: Invite a school service worker to discuss his/her job and the satisfaction derived from the work. Role play a skit that depicts several workers discussing what they like about their jobs. Assign work roles to the students in relation to their interests. Be sure that boys and girls are assigned non-traditional roles to lessen career stereotyping. Have the students explain to the other students why their work is important and how other workers depend on them.

EVALUATION: The student will state one important contribution of each of the following jobs to society: physician, secretary, construction worker, garbage worker, farmer, teacher, plumber, factory worker, barber.

6-24

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Planning for the Future

STUDENT OBJECTIVE/OUTCOME: The student will list differences between earlier career fantasies and current career goals.

PROCESS/ACTIVITIES: Have each student remember his/her own earlier vocational fantasies. Have students ask older or younger family members about vocational plans. Discuss the factors that cause people to change their jobs. Stress that the student and the world will continue to grow and change. Have students predict what changes will have taken place in the world in twenty years and how these changes will affect careers.

EVALUATION: The student will participate in class discussion.

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Planning for the Future

STUDENT OBJECTIVE/OUTCOME: The student will imagine what his/her environment will be like in twenty years.

PROCESS/ACTIVITIES: Have students imagine they are going through a typical day 75 years ago. Help them to imagine by describing the country: no cars or highways, long skirts, horse and buggies, making food from scratch. Have them discuss (and list, if desired) the changes between then and now because of scientific achievements. Tell them that they will be imagining the future. Have them figure out what the year will be and their ages will be in 20 years. Imagine their town and their state. How will they change in 20 years? Imagine residents, businesses, government, laws, etc. Imagine by mentioning changes in transportation, clothing styles, housing, schools, the economic condition, the role of the United Nations, etc. Help the students establish the point that we ought to be clear about what we want out of life. Students are asked to construct two perfect days and, in the process, they learn more about what they really like in life. Tell students to project themselves into the future several years from where they are and imagine two days that would be ideal for them. Each student is to imagine 48 hours of what for him or her would be the best possible use of that period of time. They can fantasize whatever they want; the only limit is the time of 48 hours. Students are to write about their ideal two days. They are to write about where they would be, what they would be doing and who might be there. As much detail as possible should be given. After the students have written about their two days, volunteers are asked to read their stories aloud or the class can be divided into small groups in which students share their ideal days. Students may then be asked what they have learned or relearned about themselves from the activity. They may use sentence stems to share with the group one or more of their feelings. Students are not called on, but volunteer to speak.

EVALUATION: The student will tell his/her age, year, what the town, state, country, and the world might be like in 20 years.

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Combating Career Stereotyping

STUDENT OBJECTIVE/OUTCOME: The student will learn how professionals in various careers achieved their career goals.

PROCESS/ACTIVITIES: The counselor contacts male or female professionals working in non-traditional careers. The counselor asks the professionals to come to the school at a mutually convenient time and talk to the class. The purpose of the session will be to: (1) Describe how he/she selected the career, (2) Describe who influenced the career decision, (3) Discuss the barriers or obstacles to overcome by entering the career including stereotyping, (4) Discuss how the barriers or obstacles were overcome, (5) Discuss the advantages and disadvantages of being in this particular career.

EVALUATION: Counselor observation of students' attention and participation

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Analyzing Skills and Interests

STUDENT OBJECTIVE/OUTCOME: The student will identify best and worst subjects as well as abilities and interests in and out of school.

PROCESS/ACTIVITIES: After individual student-counselor conferences regarding test data, students will list best and worst subjects in the Inventory Booklet. Students will complete the Inventory Booklet.

EVALUATION: Each student will tell the group at least one strong ability and one interest, and complete the booklet.

RESOURCE

INVENTORY BOOKLET

NAME______________________________ DATE______________

SCHOOL____________________ TEACHER___________________

COUNSELOR____

SUBJECTS I AM NOW TAKING: __________________________

____

SUBJECTS I WANT TO TAKE IN THE FUTURE:__________________

____

As you begin to think about the kind of life you will want as an adult or the career for which you want to prepare yourself, you need to think about what kind of person you are. You need to think about your interests, your aptitudes, your temperament, and your values. Your interests are what you like or enjoy. Your aptitudes are what you do well. Your temperament is the way you usually think and act and solve problems. Your values are the things that are most important to you.

This inventory will help you begin to get a better picture of your interests, aptitudes, temperament, and values. There are no right or wrong answers. Any honest answer is a good answer. Your answers will not be just like your friends' answers. You are special.

Adapted from ideas found in the video SELF-ASSESSMENT: A TOOL FOR CAREER DECISIONS. (1987) Sunburst Communications, Pleasantville, NY 10570

RESOURCE INVENTORY BOOKLET

INTERESTS

1. When you have free time, what do you like to do?

2. When you read, what do you like to read about?

3. What type of TV programs do you like to watch?

4. What are your hobbies?

5. What kind of toys did you most like to play with when you were a child?

6. What do you like to do when you are all alone?

7. What do you like to do when you are with other people?

8. What are your favorite school subjects?

9. Which school subjects do you like least?

10. What clubs or groups do you think you would like to be a part of when you get to junior high school?

11. What chores do you most enjoy doing for your family?

12. What chores do you least enjoy doing for your family?

13. When you daydream, what kind of job do you imagine you would like to have when you grow up?

What do the answers to these questions tell you about what you like and enjoy?

RESOURCE INVENTORY BOOKLET

APTITUDE

14. In which school subjects do you make the best grades?

15. In which school subjects do you make the worst grades?

16. Which school subjects are the easiest for you?

17. Which school subjects are the hardest for you?

18. In which areas did you score highest on your last achievement test? (Your counselor will help you with this answer.)

19. In which areas did you score lowest on your last achievement test? (Your counselor will help you with this answer.)

20. What do your friends say you do well?

21. What do your teachers say you do well?

22. What do your family members say you do well?

23. What do you think you do well?

24. What kinds of jobs, work, or chores have you done for your family?

25. What kinds of jobs have you done for your teacher, church, scout troup, or other people without pay?

26. What kinds of jobs have you done for pay?

27. What kinds of things do people ask you to help them with?

28. How have you recently helped someone?

What do the answers to these questions tell you about what you do well?

RESOURCE INVENTORY BOOKLET

TEMPERAMENT

29. Would you rather study alone or with friends?

30. Would you rather do a job alone or with a committee?

31. Would you rather work indoors or outdoors?

32. Would you rather work with things or words and ideas?

33. Do you like organizing and finding out about things?

34. Would you like a job requiring a lot of physical strength?

35. Do you like helping people?

36. Are you good with words?

37. Are you good with your hands?

38. Do you like to know and obey all the rules?

39. Do you like being and doing things like everyone else?

40. Do you like to draw, paint, sing, write, play a musical instrument, or act?

41. Do you like to think for yourself?

42. The following are some characteristics that employers like for their workers to have. Check the ones that describe you.

_____good attitude
_____honest
_____willing to ask for help
_____responsible
_____creative
_____calm
_____cheerful
_____willing to work extra time
_____neat appearance
_____prompt
_____cooperative
_____careful about details
_____healthy
_____courteous
_____tolerant of others
_____willing to admit mistakes

What do the answers to these questions tell you about the way you usually think and act and solve problems?

VALUES

43. Check the words or phrases below that describe the job you would like to have.

_____lets me help people

_____is challenging

_____requires that I continue to learn

_____pays a high salary

_____requires cooperation with other workers

_____lets me work independently

_____requires that I do my best

_____requires a lot of planning

_____is competitive

_____has a lot of time off

_____requires a lot of travel

_____other (Write any other words or phrases that would describe your ideal job.)

Discuss what you learned about yourself from this inventory with your counselor, teacher, or parents.

What jobs would fit your interests, aptitudes, temperament and values?

6-28

CAREER DEVELOPMENT: Learning to Make a Living

GOAL: Analyzing Skills and Interests

STUDENT OBJECTIVE/OUTCOME: The student will identify job possibilities related to hobbies.

PROCESS/ACTIVITIES: Discuss the value of hobbies: (a) provide recreational, (b) focus interest, (c) develop skills, (d) gain information. Give an example of a hobby that turned into a job and ask the students for examples. complete the activity sheet on money making hobbies.
MATERIALS: Activity sheet

EVALUATION: Class discussion and completed worksheet

RESOURCE

MONEY MAKING HOBBIES

Most people enjoy hobbies and sometimes those hobbies grow into a business, trade or occupation. Below is a list of hobbies. After each one write at least three possible jobs that involve the hobby mentioned. Example:

Sports: baseball player, coach, sports announcer, sports writer, sporting goods salesman.

Model plane building: ______

Painting: ______

Drawing: ______

Sewing: ______

Cooking: ______

Stamp collecting: ______

Woodworking: ______

Gardening: ______

Writing: ______

Can you think of any hobbies? List them.

Hobby	Jobs Involving Hobby
1.	
2.	
3.	
4.	
5.	

What is your hobby? What jobs are related to it? ______

APPENDICES

STUDENT REPORT CARDS

GEORGIA COMPREHENSIVE GUIDANCE PROGRAM
GEORGIA STATE DEPARTMENT OF EDUCATION

1981

STUDENT REPORT CARDS

KINDERGARTEN

KEY X: the child has accomplished this step
W: the child is still working on this step
0: this step does not apply at this time

CONTENT AREAS	YOUR CHILD CAN:	QUARTERS 1	2	3	4
SELF UNDER-STANDING	Describe ways to care for him/herself				
	Describe personal appearance and favorite activities				
	Describe areas of self-sufficiency				
INTER-PERSONAL RELATIONS	Recognize he/she listens to and speaks with different people				
	Recognize his/her family relationship				
	Describe work and play relationships				
	Recognize different interpersonal relationships in his/her life				
EXPRESS-ING IDEAS	Recognize different expressions for various feelings				
	Recognize when he/she or others desire to do things their own way				
GATHER & PROCESS INFORMA-TION	Describe daily activities at home				
	Describe things learned at home				
	Imagine adults doing work other than what they presently do				
RIGHTS & RESPONSI-BILITIES	Describe what makes up a family				
	Describe learning and how he/she is a learner				
	Describe rules he/she follows and why they are necessary				
	Describe appropriate places of purchase for various items				
	Describe work activities of family members				
VALUING & DECISION MAKING	Describe people and activities he/she enjoys				
	Describe choices he/she makes				
	Describe decisions made by him/herself				
ACHIEVE-MENT MOTIVA-TION	Describe a job desired when he/she grows up				
	Describe tasks he/she can accomplish at home				
PROBLEM SOLVING	Describe situations when others communicate differently from self				
	Describe events that are going to happen in the future.				

STUDENT REPORT CARDS

GRADE 1

KEY X: the child has accomplished this step
W: the child is still working on this step
0: this step does not apply at this time

CONTENT AREAS	YOUR CHILD CAN:	QUARTERS			
		1	2	3	4
SELF UNDERSTANDING	Describe personal physical health care				
	Recognize how others differ from self				
	Describe own responsibilities at home and school				
INTERPERSONAL RELATIONS	Describe methods of speaking so he/she can be understood				
	Describe the roles of each family member				
	Describe qualities of a friend				
	Recognize he/she has an effect on things and others				
EXPRESSING IDEAS	Describe different ways of expressing personal feelings				
	Recognize personal opinions may be like or different from others' opinions				
GATHER & PROCESS INFORMATION	Describe daily activities at school				
	Describe things learned at school				
	Distinguish activities consistently performed by certain people				
RIGHTS & RESPONSIBILITIES	Describe similarities and differences of families around the world				
	Recognize that learning occurs at all ages				
	Recognize his/her town, state, and country				
	Understand why people use money				
	Describe different work activities and their importance				
VALUING & DECISION MAKING	Describe things that are important to him/her				
	Recognize that everyone has to make choices				
	Recognize decisions that are difficult to make				
ACHIEVEMENT MOTIVATION	Recognize different methods for accomplishing tasks				
	Describe tasks he/she accomplishes at school				
PROBLEM SOLVING	Describe ways to communicate empathy and understanding to others				
	Realize personal changes occurring during year				

STUDENT REPORT CARDS

GRADE 2

KEY X: the child has accomplished this step
W: the child is still working on this step
0: this step does not apply at this time

CONTENT AREAS	YOUR CHILD CAN:	QUARTERS			
		1	2	3	4
SELF UNDER-STANDING	Describe personal mental health Recognize which activities hold personal interest and which do not Give his/her address; describe way home from school				
INTER-PERSONAL RELATIONS	Describe listening and speaking skills that encourage understanding Describe activities with the family Describe the process of making a friend Describe how others' actions affect own behavior				
EXPRESS-ING IDEAS	Determine appropriate situations for expressing various feelings Express opinions so others can understand				
GATHER & PROCESS INFORMA-TION	Describe daily activities carried out by others Relate learning experiences at school to home situations Define the meaning of stereotypes				
RIGHTS & RESPONSI-BILITIES	Understand that all family members contribute Describe where they learn Describe a citizen and how persons become citizens Understand what a consumer is and how he/she is a consumer Define work; recognize that all people work				
VALUING & DECISION MAKING	Recognize that what is personally important may not be important to others Describe things learned that aid in making choices Recognize reasons choices are made for him/her; accept those choices; make own decisions when appropriate				
ACHIEVE-MENT MOTIVA-TION	Describe a work activity and how it gets done Describe necessary tasks and their purposes				
PROBLEM SOLVING	Describe situations when he/she needs help from others Define future; describe goals for the future				

STUDENT REPORT CARDS

RADE 3

KEY X: the child has accomplished this step
W: the child is still working on this step
O: this step does not apply at this time

CONTENT AREAS	YOUR CHILD CAN:	QUARTERS			
		1	2	3	4
SELF UNDER STANDING	Describe how exercise and nutrition affect mental health				
	Realize environment influences interests and capabilities				
	Describe situations when he/she has control over self				
INTER-PERSONAL RELATIONS	Describe ways of communicating non-verbally				
	Define family				
	Describe the process of making and keeping a friend				
	Recognize actions that affect others' feelings				
EXPRESSING IDEAS	Describe ways others express thoughts and feelings				
	Describe strong personal beliefs or opinions				
GATHER & ROCESS NFORMATION	Recognize people have varying roles; describe own roles				
	Describe things learned in the community as citizens and consumers				
	Describe stereotypes that go with certain jobs				
RIGHTS & RESPONSIBILITIES	Recognize there are different kinds of families				
	Describe basic methods of learning				
	Explain why a country needs laws and governments				
	Describe how to make change with money				
	Recognize that a person can have many different roles				
VALUING & DECISION MAKING	Describe how others influence what is important to him/her				
	Describe personal thought processes prior to making a decision				
	Describe why a decision change might be desired or needed				
ACHIEVEMENT MOTIVAION	Describe the trial-and-error approach to a task				
	Describe ways to judge satisfactory task accomplishment				
PROBLEM SOLVING	Describe activities where others need his/her help				
	Describe how personal life roles have changed				

STUDENT REPORT CARDS

GRADE 4

KEY X: the child has accomplished this step
W: the child is still working on this step
O: this step does not apply at this time

CONTENT AREAS	YOUR CHILD CAN:	QUARTERS 1	2	3	4
SELF UNDER-STANDING	Recognize his/her importance to self and others Indicate that people differ in skills and abilities Recognize situations where there is personal control over his/her environment				
INTER-PERSONAL RELATIONS	Communicate with both friends and those who aren't close friends Describe the benefits of family cooperation Describe how people depend on others to fulfill needs Show how what is said affects his/her or others' actions				
EXPRESS-ING IDEAS	Describe what constitutes an opinion, a belief, and a fact Define assertiveness, aggressiveness and non-assertiveness				
GATHER & PROCESS INFORMA-TION	Understand what important events affect lives of self and others Describe how workers learn from their jobs Describe various stereotypes; indicate how they affect him/her				
RIGHTS & RESPONSI-BILITIES	Recognize that both parents and children have responsibilities Identify the learning process Recognize basic rights and responsibilities affecting U.S. citizens Recognize how he/she depends on different producers				
VALUING & DECISION MAKING	Define values; describe personal values Describe the decision-making process Describe how decisions of self and others influence his/her life				
ACHIEVE-MENT MOTIVA-TION	Describe planning process; compare it to trial-and-error methods Describe steps in making a product or completing a task of which he/she is proud				
PROBLEM SOLVING	Discuss methods of relieving stress Describe how interests and capabilities can change				

STUDENT REPORT CARDS

GRADE 5

KEY X: the child has accomplished this step
W: the child is still working on this step
0: this step does not apply at this time

CONTENT AREAS	YOUR CHILD CAN:	QUARTERS 1	2	3	4
SELF UNDERSTANDING	Determine when he/she feels unhappy or angry and how to deal with such feelings Specify personal characteristics and abilities he/she values Analyze how growing up requires more self-control				
INTERPERSONAL RELATIONS	Recognize and acknowledge pride in accomplishments Describe relationships with family members Indicate methods leading to cooperation between children and adults Compare results of personal behavior on others of different ages				
EXPRESSING IDEAS	Discuss that all people have opinions/beliefs Determine appropriate use of assertive behavior; predict consequences of that behavior				
GATHER & PROCESS INFORMATION	Recognize what life style is and what influences his/her life style Explore various ways information is compiled for use Indicate reasons stereotypes are attached to jobs and groups				
RIGHTS & RESPONSIBILITIES	Recognize parents and children have rights as well as responsibilities Describe the responsibilities involved for a learner Recognize taxes are required from citizens for government support Discuss why comparing and determining quality are important consumer skills Realize persons obtain rewards for their work				
VALUING & DECISION MAKING	Analyze how personal values influence what he/she does Describe the necessity of specifically identifying decisions Generate and increase alternatives to a decision by gaining more information				
ACHIEVEMENT MOTIVATION	Define goal; describe achieved goals Describe task analysis and how it contributes toward accomplishment				
PROBLEM SOLVING	Describe resources that are available to help solve problems Imagine what his/her life might be like in future				

STUDENT REPORT CARDS

GRADE 6

KEY X: the child has accomplished this step
W: the child is still working on this step
0: this step does not apply at this time

CONTENT AREAS	YOUR CHILD CAN:	QUARTERS			
		1	2	3	4
SELF UNDERSTANDING	Understand what stress means; describe methods of relaxation				
	Compare own characteristics and abilities with others; accept the differences				
	Understand how to control desires rather than allowing desires to control him/her				
INTERPERSONAL RELATIONS	Discuss how communications skills improve his/her relationships				
	Recognize situations causing change in families; describe ways to deal with the new relationship				
	Recognize results of cooperativeness and competitiveness				
	Describe ways peers and adults interact				
EXPRESSING IDEAS	Describe methods of expressing opinions and beliefs				
	Develop relaxation techniques to prepare for assertive situations				
GATHER & PROCESS INFORMATION	Analyze how he/she has control over self and his/her lifestyle				
	Analyze personal skills in compiling and integrating information				
	Evaluate the ways certain groups are stereotyped				
RIGHTS & RESPONSIBILITIES	Describe legal rights and responsibilities of family members				
	Describe the rights involved for a learner				
	Describe how the government uses tax money				
	Discuss the influence advertising has on consumers				
	Analyze relationships between interests and job-satisfaction				
VALUING & DECISION MAKING	Define attitudes and beliefs and their effects on decisions and goals				
	Demonstrate how gaining information increases alternatives				
	Consider the consequences of alternatives to a specific decision				
ACHIEVEMENT MOTIVATION	State five goals he/she wants to achieve in five years				
	Describe methods of evaluating progress and how they contribute toward task accomplishment				
PROBLEM SOLVING	Analyze when to ask for help				
	Predict what the world will be like in 20 years.				

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RESOURCES

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